

Pupil premium strategy statement – The Chalfonts Community College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1068
Proportion (%) of pupil premium eligible pupils	24.8% (265)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept 2025 – Aug 2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Tristan Quere
Governor / Trustee lead	Susan Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,289.88
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	£220,289.88

Statement of intent

At The Chalfonts Community College, our vision is to be a happy, successful, and aspirational community, both today and tomorrow. This vision shapes every aspect of our Pupil Premium Strategy. Guided by our values of Commitment, Conscientiousness, Courtesy, and Community-mindedness, we are determined to ensure that all pupils - particularly those who are disadvantaged - achieve their potential and thrive both academically and personally.

Our motto, "Success is an Attitude," encapsulates our belief that all students can succeed through effort, resilience and a positive mindset. We recognise that many disadvantaged pupils face complex and overlapping challenges, including those linked to attendance, behaviour, and access to learning. Our strategy seeks to address these barriers through evidence-based, whole-school and targeted approaches that improve the quality of education and outcomes for all.

Our Pupil Premium Strategy directly supports our School Improvement Priorities by:

- Improving outcomes for Higher Attainers, SEND and disadvantaged pupils through high-quality teaching, data-informed intervention, and rigorous progress monitoring.
- Embedding Assessment-Informed Practice and Metacognition through targeted CPD, ensuring teaching enables pupils to reflect, self-regulate and retain knowledge effectively.
- Ensuring consistency and accuracy in assessment through the implementation of the Pupil Progress Programme and robust quality assurance of teaching and learning.
- Improving behaviour and engagement in learning through the consistent use of the Behaviour for Learning (BfL) policy and staff training.
- Enhancing attendance and parental communication, recognising that sustained attendance underpins academic success.
- Providing targeted intervention based on data, ensuring early and precise support for pupils at risk of underachievement.
- Strengthening Personal Development and Careers education, ensuring disadvantaged pupils have equitable access to enrichment, leadership opportunities, and guidance for their future pathways.
- Fostering a strong sense of belonging and inclusion so that all pupils feel valued, respected, and motivated to succeed.
- Developing Middle Leadership capacity to drive improvements in teaching, learning and pupil outcomes.

Through this strategy, we aim to narrow the attainment gap, improve attendance and engagement, and ensure that all pupils leave The Chalfonts Community College as confident, capable, and conscientious young adults ready for life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Attainment and Progress
3	Literacy
4	Behaviour
5	Personal Development and Enrichment

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
Disadvantaged pupils demonstrate improved attendance and punctuality, with the gap between disadvantaged and non-disadvantaged pupils reduced by 10%.	Overall attendance for disadvantaged pupils is in line with peers. Reduction in lesson truancy and late marks evidenced through lesson-level data. Strengthened communication with students and families to promote positive attendance. Attendance is monitored weekly, with data-informed intervention and early support in place.
Disadvantaged pupils make sustained progress across all subjects, supported by the Pupil Progress Programme. Improved outcomes for disadvantaged pupils (higher ability and those with SEND) through high-quality teaching, assessment-informed	Progress 8 for disadvantaged pupils is in line with national averages. Middle Leaders use assessment data to identify gaps and lead subject-specific CPD to support teachers to close gaps. The 5+ English and Maths threshold improves year-on-year, closing the gap with national averages. Higher Ability disadvantaged pupils those with SEND demonstrate positive progress in line with or exceeding their peers.

practice, and targeted intervention.	Departmental quality assurance processes show consistent application of assessment practice and effective use of feedback.
Literacy development embedded through whole-school teaching and explicit vocabulary instruction.	Reading age assessments show year-on-year improvement for disadvantaged pupils. Gaps in literacy attainment between disadvantaged and non-disadvantaged pupils reduce each term. QA evidence shows literacy and vocabulary strategies are embedded in teaching across subjects. Disadvantaged pupils below expected reading age receive timely, data-driven interventions. Teachers apply metacognitive strategies to support reading fluency and comprehension.
Consistent implementation of the Behaviour for Learning policy across all classrooms. Reduction in negative behaviour incidents for disadvantaged pupils through early pastoral intervention.	Suspensions, internal exclusions and detentions for disadvantaged pupils fall in line with non-disadvantaged peers. Student voice and pastoral data reflect an improved sense of belonging and motivation. Improved engagement and sense of belonging for disadvantaged students.
All disadvantaged pupils access the diverse, high-quality personal development programme.	Destination data shows sustained engagement in further education, training, or employment. Student surveys indicate an improved sense of belonging and aspiration. Targeted support ensures full engagement with careers education and guidance, improving aspiration and post-16 outcomes. Personal Development curriculum promotes empathy, inclusion, and community-mindedness

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £142,349.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle Leadership Development High quality CPD to enhance middle leadership capacity in identifying underperformance and implementing subject-specific support.	Addressing Educational Disadvantage: "Adopt a culture of early intervention." Strong middle leadership is critical for ensuring whole-school strategies are enacted effectively at a departmental level.	2, 5
Buckinghamshire Closing the Gap Coaching Programme: Thinking Classrooms Participation in the county-wide pilot to embed 'Thinking Classrooms' methodologies. This coaching programme focuses on developing pedagogical strategies that encourage independent thinking, problem-solving, and oral rehearsal, specifically targeting the attainment gap for disadvantaged pupils.	EEF Teaching and Learning Toolkit: Metacognition and Self-regulation (+7 months). Strategies that encourage pupils to think explicitly about their learning are consistently found to be highly effective. EEF Effective Professional Development Guidance: Highlights that CPD is most effective when it includes "mechanisms" such as coaching, is sustained over time, and includes peer support, rather than one-off sessions.	2, 3
Data-informed intervention meetings Scheduled review meetings focusing specifically on disadvantaged students to identify barriers and agree on immediate actions for support.	Addressing Educational Disadvantage: Aligns with the recommendation to "Adopt a culture of early intervention" and ensures data is used diagnostically rather than just for reporting.	2
Focus on quality first teaching through professional learning Ongoing professional learning focused on core pedagogical principles to ensure high-quality instruction for all.	Addressing Educational Disadvantage: "Effective teaching is the best lever for improving school and pupil outcomes." High-quality CPD is a powerful mechanism for improving life chances for all pupils.	2, 3
Metacognition strategies. Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling	EEF Teaching and Learning toolkit + 7 months Addressing Educational Disadvantage – 'It is important for teachers to explicitly teach metacognitive skills within their domain'	2, 3
Disciplinary Literacy and Reading	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – most things teachers do are important but teaching reading is	3

Whole school focus on reading with a focus on disciplinary literacy in each curriculum area	essential." Essential for pupils with "below expected" reading skills to access the secondary curriculum.	
Professional development on Behaviour for Learning and relational practice. Training to ensure consistent application of the policy and to support staff in understanding the specific barriers to self-regulation faced by disadvantaged pupils.	EEF Improving Behaviour in Schools Guidance: Recommendation 4 suggests "Use simple approaches as part of your regular routine" and "consistency is key." EEF Toolkit - Behaviour Interventions: Evidence suggests universal systems usually have moderate impact (+4 months) but targeted training helps reduce the gap in exclusion rates.	4
CPD to focus on Form Tutor effective conversations around attendance Training for tutors on how to have supportive, non-judgmental conversations with families to identify barriers to attendance early.	DfE Working Together to Improve Attendance (2024): Emphasises that "schools should build strong relationships with families" and use a "support first" approach. Form tutors are the primary point of contact for detecting patterns of absence and preventing them from becoming entrenched. EEF Parental Engagement: Approaches that focus on positive, personalised communication have been shown to improve attendance and attainment (+4 months)	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,940.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Online Tutoring Provision of high-quality online tuition for identified pupils, specifically targeting borderline grades in English, Maths, and Science.	EEF Teaching and Learning Toolkit +5 months Small group tuition is effective when targeted at pupils' specific needs. DfE Menu: "One-to-one, small group or peer tuition."	2
Academic and Pastoral Mentoring programme - Certificated coaching for Y12 students to work with KS3 and KS4 students to support pupils with organization, motivation, and study skills	EEF Teaching and Learning Toolkit: Mentoring (+2 months impact). Mentoring is most effective when it has a clear structure and focuses on building confidence and resilience alongside academic goals.	4, 5

Bedrock Learning Implementation of Bedrock to support reading comprehension and the acquisition of Tier 2 and Tier 3 vocabulary.	EEF Teaching and Learning Toolkit +6 months Reading comprehension strategies have high impact. EEF Literacy Toolkit: Explicit vocabulary instruction is key to closing the literacy gap. EEF Literacy Toolkit EEF Teaching and Learning Toolkit: Reading Comprehension Intervention	3
Uniform and learning kit provision Funding for essential learning kit and uniform to remove financial barriers to school attendance and classroom participation.	EEF Teaching and Learning Toolkit: Removing barriers to access ensures students can participate fully in school life and prevents stigmatisation. EEF Teaching and Learning Toolkit	1, 4
Diagnostic literacy screening Whole-cohort screening to identify reading ages, followed by specialist, targeted intervention for those below chronological age	DfE Reading Framework: Early identification is crucial. Interventions should be specific to the pupil's need (e.g., decoding vs. comprehension) to be effective.	3
Easter revision sessions Intensive revision sessions during school holidays to support exam preparation for Year 11 disadvantaged pupils.	DfE Menu of Approaches: "Targeted academic support" including extended school time can help close attainment gaps prior to examinations.	2

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

Budgeted cost: £55,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance intervention – attendance officer Dedicated Attendance Officer to monitor data,	DfE Working Together to Improve Attendance Aug 2024 Emphasises the need for rigorous tracking and clear escalation routes.	1

conduct home visits, and provide early support to families of pupils at risk of persistent absence	DfE Attendance Toolkit Early intervention is vital to preventing patterns of absence from becoming entrenched.	
Trips and visits Subsidised access to trips and educational visits to ensure disadvantaged pupils access the same enrichment opportunities as their peers.	DfE Menu of Approaches: Supports personal development and wellbeing. Ensuring access to "Cultural Capital" helps foster a sense of belonging and engagement in the wider school life.	5
Action 4 Youth Partnership External partnership to provide youth work, personal development programmes, and positive role modelling.	DfE Menu of Approaches: Strategies to support personal development and wellbeing. External programmes can provide specialised engagement that complements school pastoral care	4, 5
Pastoral / Counselling intervention and support Provision of specialist counselling and pastoral interventions to support mental health and wellbeing.	Promoting Children and Young People's Mental Health and Wellbeing: Targeted social and emotional support helps remove non-academic barriers to learning, such as anxiety or low self-esteem.	1, 4
Parental Engagement Targeted communication and workshops to support parents in engaging with their child's learning and attendance.	EEF Teaching and Learning Toolkit (+4 months): Effective parental engagement - specifically around how to support learning at home - is associated with improved academic outcomes.	1, 2

Total budgeted cost: £22,289.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress

English and Maths outcomes have improved, though gaps persist.

We have seen encouraging progress in core subjects. The proportion of disadvantaged students achieving a Standard Pass (Grade 4+) in English and Maths increased from 29% to 36%. Similarly, the proportion achieving a Strong Pass (Grade 5+) rose significantly from 6% to 17%.

Despite these improvements, the attainment gap remains a key priority for the new strategy. Currently, there is a 30% gap for the Standard Pass and a 23% gap for the Strong Pass between disadvantaged pupils and their non-disadvantaged peers.

Targeted Academic Support

Impact of STEM 13 Partnership:

The Pupil Premium Lead collaborated effectively with 'STEM 13' to deliver a low-cost, targeted programme. This included masterclasses for Year 11 students in STEM subjects and English Language, as well as in-person Computer Science sessions. The partnership also provided staff training and resulted in the donation of 20 computers to the school at no cost.

Borderline Intervention Strategy:

We identified 20 disadvantaged students on the borderline of grades 4-5 and 6-7, designating them as a high priority for subject-level intervention. This targeted approach successfully moved these students closer to their target grades and positively impacted the retention of disadvantaged students into the Sixth Form, which has increased compared to previous years.

Attendance

Attendance remains a critical challenge.

In Key Stage 3, the Pupil Premium Lead has worked closely with Year Leaders to identify students with attendance below expected levels. While this has improved the visibility of these students, the gap remains significant.

This data has directly informed the new strategy's focus on dedicated attendance officers and rigorous tracking.

Behaviour

Disproportionate sanctions indicate a need for CPD focused on building strong, trusting, respectful relationships.

Work has been undertaken with Year Leaders to review behaviour data for Key Stage 3 students. However, disadvantaged pupils continue to accrue behaviour points and sanctions at a higher rate than their peers.

This highlights that while identification has improved, the *impact* of interventions needs strengthening, hence the introduction of the 'Behaviour for Learning' CPD in the new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
STEM & English Masterclasses / Computer Science Support	STEM 13
Literacy / Vocabulary Intervention	Bedrock Learning
Mentoring / Youth work	Action 4 Youth