

Pupil premium strategy statement – The Chalfonts Community College September 2026

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	991
Proportion (%) of pupil premium eligible pupils	25.9% (257)
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	Sept 2026
Statement authorised by	Caroline Whitehead Principal
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	3

Whole school focus on reading with a focus on disciplinary literacy in each curriculum area	do are important but teaching reading is 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: £55,000

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

provide early support to families of pupils at risk of persistent absence	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: £220,289.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of attendance and attainment data 2025/2026 has provided a clear understanding of the barriers affecting disadvantaged pupils and the areas in which further improvement is required. The findings have been used to refine priorities for the next year of the strategy, particularly in relation to attendance, high-quality teaching and the precision of targeted support.

Attainment and Progress

Attainment analysis shows that further work is required to improve outcomes and reduce the gap between disadvantaged pupils and their peers. In 2025/26, 32% of disadvantaged pupils achieved grade 4 or above in both English and mathematics, compared with 67% of non-disadvantaged pupils. This represents a 35% gap. The disadvantaged outcome was 36% in 2024/25, while the non-disadvantaged outcome increased slightly from 66%. The gap has therefore increased by 5%, reinforcing the importance of the strategy's continued focus on English, mathematics and the barriers affecting individual pupils.

At grade 5 and above, 11% of disadvantaged pupils achieved the threshold in both English and mathematics, compared with 39% of non-disadvantaged pupils. The equivalent figures in 2024/25 were 17% and 40% respectively, meaning that the gap increased from 23% to 28%. Outcomes at the English and mathematics grade 5 threshold indicate that further improvement is needed. This remains a key priority within the strategy, with a strengthened focus on attendance, high-quality teaching and precisely targeted intervention.

Attendance was a significant contributory factor in these outcomes. Among persistently absent pupils, there was a 27% disadvantage gap in the proportion achieving grade 4 or above in both English and mathematics and a 20% at grade 5 or above. This association reinforces the importance of the school's attendance work and the need for coordinated academic and pastoral support for pupils experiencing persistent absence. However, attendance alone does not fully explain the variation in outcomes. The review therefore also considers the consistency of teaching, assessment and targeted intervention when identifying priorities for improvement.

Internal Progress 8 estimates indicate gaps of approximately 0.7 to 0.8 across English, mathematics and the EBacc subjects, with the widest progress gap in the "other" subject bucket. Attainment 8 analysis shows gaps of 2.5 points in English, 2.8 points in mathematics, 4.5 points across the EBacc element and 4.9 points across other subjects. This analysis enables leaders to identify where additional attention is required and confirms that improving outcomes for disadvantaged pupils must remain a shared priority across the curriculum.

Subject-level analysis provides further information. In science, the disadvantage gap was 33% at grade 4 and 19% at grade 5. In humanities, the gap was 30% at both thresholds. Languages had the smallest identified gap at 3%, although the relatively small cohort means that this figure should be treated cautiously. Within English, the gap was greatest at the grade 4 threshold, whereas in mathematics it was greatest at grade 5. These differences will inform more precise, subject-specific responses, enabling

middle leaders to focus on the particular knowledge, skills and groups of pupils requiring additional support.

The review has helped leaders identify where existing approaches should be retained and where their implementation needs to be strengthened. The strategy will continue to prioritise high-quality teaching, assessment-informed practice and early intervention, with more precise monitoring of the pupils, subjects and attainment thresholds where gaps are greatest. Middle leaders will be expected to use assessment information to diagnose specific knowledge and skill gaps, evaluate the impact of departmental actions and intervene promptly. Attendance and attainment information will also be considered together so that pupils experiencing multiple barriers receive coordinated academic and pastoral support.

Targeted Academic Support

Impact of the STEM 13 Partnership

The Pupil Premium Lead established an effective partnership with STEM 13 to extend the targeted academic support available to disadvantaged pupils at minimal cost. The programme included masterclasses for Year 11 pupils in STEM subjects and English Language, alongside in-person Computer Science sessions. The partnership also supported staff development and secured the donation of 20 computers to the school at no cost, strengthening the resources available to pupils beyond the duration of the programme.

The partnership therefore provided additional curriculum support, staff expertise and a valuable legacy of improved access to technology. Participation and attainment evidence will be monitored more systematically within the next year of the strategy to enable leaders to evaluate the programme's direct impact on disadvantaged pupils' academic outcomes.

Borderline Intervention Strategy

Twenty disadvantaged pupils working at the grade 4–5 or grade 6–7 borderlines were identified as priorities for subject-level intervention. Internal monitoring indicated that the targeted support helped pupils make progress towards their target grades, although the final outcomes demonstrate that further improvement is required across the disadvantaged cohort.

Progression by disadvantaged pupils into the school's Sixth Form increased compared with previous years. While this cannot be attributed to the intervention alone, it provides a positive indication of pupils' continued engagement and aspiration. The approach will therefore be retained and refined, with greater use of subject-specific diagnostic information, clear entry and exit measures, and regular evaluation of the progress made by participating pupils.

Attendance

Attendance remains a critical challenge.

Overall attendance for disadvantaged pupils was 81.63%, compared with 86.10% for the school as a whole, representing a gap of 4.47%. Attendance was strongest in Year 7 at 87.62%, providing a positive foundation on which to build. but was substantially lower across Years 8 to 11, ranging from 81.30% to

82.93%. Reducing the attendance gap therefore remains an important priority as the strategy moves into its second year.

Further analysis demonstrates the scale and complexity of this challenge. Only 32 disadvantaged pupils achieved attendance of at least 95%, while 94 had attendance between 70% and 89% and were therefore persistently absent. A further 11 pupils had attendance below 50%, although six of these pupils were receiving education through alternative provision. A range of support was put in place for identified pupils, including home visits, attendance plans and local-authority involvement. However, the review found that interventions were not recorded consistently for all pupils in the 70% to 89% attendance group. This has identified an opportunity to strengthen the consistency of identification, intervention and record-keeping to ensure support is prioritised effectively. In response, weekly monitoring, clear thresholds for intervention, accurate recording and earlier, individualised work with pupils and families will be strengthened.

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

Behaviour

Review work undertaken with Year Leaders has strengthened leaders' understanding of behaviour patterns affecting disadvantaged pupils, particularly within Key Stage 3. However, disadvantaged pupils continued to accrue behaviour points and receive sanctions at a higher rate than their peers.

The evidence indicates that identification and monitoring have improved, while the consistency and impact of subsequent intervention require further development. The patterns in the data will be examined in greater detail to identify differences by year group, pupil, lesson and type of incident, enabling support to be more precisely targeted.

In response, the next year of the strategy includes Behaviour for Learning professional development focused on consistent classroom routines and the development of strong, trusting and respectful relationships. This will be supported by earlier pastoral intervention and closer monitoring of outcomes for disadvantaged pupils. The impact of this work will be evaluated through behaviour and suspension data, repeat incidents, pupil voice and evidence from classroom quality assurance.

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
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