

Pupil premium strategy statement – Chalk Hill

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	19
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	June 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Nicola Jennings, Headteacher
Pupil premium lead	Nicola Jennings, Headteacher
Governor / Trustee lead	Neil Kellett, Trustee lead for Safeguarding (inc. disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,726.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£9,726.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic progress
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

The Pupil Premium grant is relatively high because it is allocated based on the number of eligible pupils, such as those receiving free school meals. Chalk Hill has a significant number of eligible pupils, resulting in a higher overall grant. As a special academy, Chalk Hill does not receive separate funding for free school meals, which is integrated into the existing £10K per place funding. The funding is used to provide support staff for tailored assistance to SEND students, accessible equipment and resources for necessary educational materials and tools, alternative provision and enrichment activities including trips, visits and extra-curricular clubs.

We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality education and life skills experience is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have lower academic aspirations than their peers.
2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., life skills around personal hygiene routines, changing clothes and accessing external support services.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience broad enrichment, social activities and opportunities, e.g., attending horse riding, swimming, sports clubs, going to the cinema, going to the zoo, eating in a café or restaurant, accessing residential trips.

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
Improved attainment for disadvantaged pupils in all subjects, across the curriculum, relative to their starting points as identified through baseline assessments. Support staff are key in scaffolding progress and achievement.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase attendance and experience and ambitions of disadvantaged pupils and their peers.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Greater access to offsite activities and experiences, including horse riding, trips, clubs and residential experiences. Pupils are able to speak about a wide range of experiences gained and a taster of other hobbies and lifestyles.

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: **£5,121.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions from the HLTA team to support academic progress Maths coaching, phonics and reading.	Attainment data, ILP outcome progress, accreditations obtained.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in all sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. STA to pupil ratio of ~1STA to 5 students	1

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

Budgeted cost: **£4,605.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for pupils with sensory needs, including autism.	We have observed that sensory equipment and resources such as body socks, wobble boards, weighted blankets, and fiddle toys can be effective at providing support for our pupils with sensory needs.	2
Cultural trips and social activities including extracurricular clubs and residential visits.	As well as being valuable for wider development outcomes, horse riding participation can have a positive impact on social interaction, self-identity and education performance.	3

Total budgeted cost: £9,726.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

The data demonstrated that a significant increase in attendance and attitude to learning from disadvantage learners with one student going from 14% attendance in the previous setting to 64% at Chalk Hill.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

Externally provided programmes

Programme	Provider
Horse riding Swimming Lessons Karate	RDA First Strokes Channa Frolic PLOT