

Pupil premium strategy statement

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 | Paddington Academy |
| Number of pupils in school (Years 7 to 11) | 943 |
| Proportion of pupil premium eligible pupils | 48.3% |
| Academic years that our current pupil premium strategy plan covers | 2024-2025, 2025-2026, 2026-2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Peter Jones |
| Pupil premium lead | Kathryn Moss |
| Trustee lead | Ben Antell |
| Governor lead | Catherine Barker |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £467,250 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £467,250 |

Part A: Pupil premium strategy plan

Statement of intent

At Paddington Academy we ensure that all students, regardless of their socio-economic background, are well-educated, have the opportunity to attend university and are able to live a happy and fulfilled life. We have a relentless focus on high achievement and we aim for all our students to make exceptional progress throughout the curriculum.

We know that disadvantaged students in particular benefit from high-quality teaching. This is the central principle that drives the decisions behind our strategy, enabling us to have the greatest impact not only on the majority of students at our school who receive pupil premium funding, but on all our pupils. Increasing our students' attendance is important so that they are learning in the classroom. Carrying out additional interventions for our pupils gives them extra opportunities to master the material they need to be successful. Through our quality teaching and high expectations, we aim to close the disadvantage gap by ensuring that all our students, and in particular our disadvantaged students, can access, learn and enjoy a rich, ambitious and challenging curriculum in Key Stage 3 and Key Stage 4.

Through careful use of additional funding, we are fully committed to ensuring that the individual needs of each child are met. Challenges faced by our disadvantaged pupils will be identified through robust diagnostics. Interventions and support will be research led, and regularly reviewed to ensure they are having the desired impact. With nearly 50% of our students qualifying for PP, it is inefficient to target PP pupils separately unless a specific need dictates otherwise; moreover, many of the rest of our students are not significantly more socio-economically advantaged. We believe the approach of using PP funding in whole school interventions is fully justified both by our results, but also by what research suggests is the best use of PP funding – interventions to improve effective teaching, attendance and literacy.

The intended outcome of all activities and interventions detailed below is that all pupils, irrespective of background, are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy individuals. Students eligible for the pupil premium at our school make excellent progress in both Key Stage 3 and Key Stage 4, resulting in pupil premium eligible students achieving a projected Progress 8 score of +0.57 across all subjects in 2024.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Our disadvantaged pupils have, on average, slightly lower attendance than our students who are not eligible for the pupil premium. Whilst PP students at PA have attendance significantly above the national average for PP students, we want to close the in-school gap (currently 0.2% as of October 2024).</p> <p>Lower attendance has a negative impact on students' attainment.</p> |
| 2 | <p>Our PP students perform worse overall at the 5+ level in Maths, English and Science (average difference of -12% from summer 2024). This is also indicated by scrutiny of students' work, visiting lessons and teachers' formative assessments. The reasons for pupil premium-eligible pupils' underachievement are multiple and complex. The pupil premium provides an opportunity to support our disadvantaged students to make as much progress as their more affluent peers.</p> |
| 3 | <p>Disadvantaged pupils in Key Stage 3 have lower levels of reading comprehension than their peers. This risks having a negative impact on their progress in all subjects and could potentially limit the extent to which they can access the curriculum. Of our Year 7 intake in September 2024, the pupil premium-eligible students have a projected average GCSE English Language grade of 4.81, compared to 5.05 for non-pupil premium students.</p> |
| 4 | <p>Our observations of, and conversations with, our students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life.</p> |
| 5 | <p>The learning of some of our disadvantaged students was disproportionately negatively affected during the COVID-19 lockdowns. Pupils in receipt of pupil premium were less likely to have access to devices and the environment necessary to make progress in online lessons. As a result, disadvantaged students are now more likely to have gaps in their knowledge of the curriculum.</p> |

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 attendance of all students, particularly those who receive the pupil premium. | Sustained high attendance of disadvantaged pupils by 2025-26, demonstrated by an average attendance for all pupils of 96% and the attendance gap between disadvantaged students and their peers being less than 1%. |
| Improved progress and attainment among disadvantaged pupils, and particularly boys, in English at the end of Key Stage 4. | All students, including disadvantaged pupils, experience a rich and challenging curriculum in English. They demonstrate through lessons visits, formative and summative assessment, and the high quality of their work that they are grasping key concepts and developing strong curriculum knowledge in English. |
| Improved reading comprehension among disadvantaged pupils across Key Stage 3. | Reading age tests demonstrate improved vocabulary and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should recognise an improvement through engagement in lessons and book scrutiny. |
| Disadvantaged pupils' make excellent progress because their gaps are dealt with systematically. | Teachers identify systematically gaps in all students' knowledge, including disadvantaged students, using formative assessment. Content is then taught responsively, before students' progress is checked. |
| All students, and especially disadvantaged students, are given multiple opportunities to gain more cultural capital. | 100% of students in Key Stage 3 participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, or the Duke of Edinburgh award scheme). There are several trips throughout the year to cultural institutions, such as museums, galleries or universities. These trips have a strong rationale rooted in the curriculum. |

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching

Budgeted cost: £289,695

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to invest in high-quality CPD for staff | High-quality teaching improves pupil outcomes and effective CPD offers a crucial tool to develop teaching quality (EEF). Our CPD offering includes weekly curriculum masterclasses focusing on effective delivery of content, deliberate practice sessions (applying the EEF's five mechanisms for developing teacher techniques) leadership development opportunities, and student spotlights. | 2, 3, 5 |
| Retain small class sizes in English in Key Stage 3 | Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months. | 2, 3, 5 |
| Increase in staffing for English, mathematics, science and EBacc subjects | Increased staffing in key subjects allows for high-quality teaching, which is the 'most important lever schools have to improve pupil attainment' (EEF). | 2, 3, 5 |

Targeted academic support

Budgeted cost: £130,830

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Online homework support clubs (Sparx and Seneca support for Years 7 to 11) | Our homework clubs target students who are underperforming on a number of measures (e.g. time spent completing homework tasks). Completing high-quality homework can have a high impact on student | 2, 3, 5 |

| | | |
|--|---|---------|
| | progress, according to the EEF (+5 months). | |
| Year 11 small group tutor time intervention for English and mathematics | Students receive tutor time intervention three times a week; this frequency shows the greatest impact (EEF). Tutor time intervention is tailored to students' specific needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year. | 2, 3, 5 |
| Twice-yearly reading age tests for Year 7 and Year 8 students | Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF). | 2, 3 |
| Year 11 after-school intervention programme | Pupils have one hour of intervention every day after school. All subjects have a regular session. Students have their own class teacher so that their needs are met and the extra time builds on their capabilities. The EEF has found that after-school intervention has an average impact on progress of +3 months. | 2, 3, 5 |
| Read Write Inc. Fresh Start reading intervention programme | 25-minutes-a-day interventions that are proven to improve students' accuracy and fluency when reading, as well as their comprehension, spelling and punctuation. | 2, 3 |
| Tutor time reading for Key Stage 3 and Year 10 and 12 students with link to developing whole school oracy in lessons | Reading comprehension strategies have high impact on average (+6 months, according to the EEF). Our tutor time reading programme ensures students are regularly accessing ambitious and challenging texts and are exposed to a high number of tier 2 words that will support their understanding across the curriculum. | 2, 3 |

Wider strategies

Budgeted cost: £46,725

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance trackers, first response phone calls and home visits | Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This | 1 |

| | | |
|--|---|---------|
| | allows patterns of absence to be scrutinised and interventions (e.g., phone calls from Heads of Year, home visits and rewards) to be implemented in a timely manner. | |
| Student Support Mentors (SSMs) and counsellor services | SSMs provide support and intervene at an early stage to ensure all absent students receive a phone call every day that they are absent. We also provide select students with in-house counselling to ensure students are able to be in their lessons as much as possible. | 1 |
| After-school clubs, trips and peripatetic music lessons for Key Stage 3 students; Duke of Edinburgh trips for Key Stage 4 students | Outdoor adventure learning, after-school clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF). | 4 |
| Key workers for SEND students | Teaching assistants providing targeted support to specific students out-of-class can have an impact of +4 months on pupils' progress (EEF). | 2, 3, 5 |
| West London Zone support for our most vulnerable disadvantaged students | The West London Zone has a strong track record for improving students' mental health and emotional wellbeing – often a barrier to attending school. | 1 |

Total budgeted cost: £467,250

Part B: 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 2023 to 2024 academic year.

| Measure | Pupil Premium | Non-Pupil Premium | National Average Non-Pupil Premium | Paddington Academy PP vs National Average non-PP |
|---------------------------|----------------------|--------------------------|---|---|
| 5+ Inc. English and Maths | 67% | 79% | 52.5% | +14.5% |
| Progress 8 Score | 0.57 | 1.01 | TBC | |
| Attainment 8 Score | 53.48 | 61.89 | 49.6 | +3.88 |

There has been significant progress with the strategies identified by the end of 2023/24. The performance of pupil premium students in 2024 was very strong compared to national figures, as summarised in the table above.

Key areas of impact:

- Attendance improved across the school in 2023-24 to 94.3% for non-PP students and 93.9% for PP students. The consistent work by the heads of year, student support mentors (SSMs), counsellors, West London Zone worker and the use of attendance trackers have all contributed significantly to this. We will continue working on these strategies to improve attendance to 96% for this academic year.
- English outcomes have improved for disadvantaged students. However, there is still a 7% gap between pupil premium students achieving 4+ in English compared to non-pupil premium students and so we are working to reduce this gap further. Tutor time interventions, after school intervention every week for English, Seneca homework club and smaller class sizes in year 11 have all contributed to this progress. Working to ensure year 11 tutor time intervention has the greatest impact possible.
- Many students are progressing well through the reading programmes leading to greater engagement in lessons and better access to their curriculum. Some students have now graduated from the phonics intervention into the comprehension and fluency intervention. Others have graduated out of reading intervention entirely. This will continue to lead to improved progress over this coming academic year. This year, we are rolling out an extended programme so that students can also benefit from intensive reading refresher courses as and when required.
- A broad range of students attended a spectrum of trips in 2023-24, events and in school development opportunities last year that developed students' cultural capital. The Duke of Edinburgh scheme has a large uptake again for 2024-25 and there have already been multiple KS3 trips this year, with many more opportunities planned. The West London Zone has already had a significant impact with the identified group of students in terms of engagement with school and their personal/cultural development.

We need to continue working with the strategies outlined above aiming to reduce the gap for disadvantaged students further. Our primary area of focus is around reading strategies and outcomes/progress in English. We are working on consistency across the strategies and implementing our whole school theme of habits for success to ensure excellent outcomes and development for all students at Paddington Academy.