

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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)	901
Proportion of pupil premium eligible pupils	56.4%
Academic years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Peter Jones
Pupil premium lead	Michael Park
Trustee lead Governor lead	Christine Raeside Catherine Barker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£487 050
Recovery premium funding allocation this academic year	£73 950
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£561 000</b>

## 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.

The impact of the pandemic, which affected [most acutely students from deprived backgrounds](#), presents a challenge in terms of maintaining the progress that our disadvantaged pupils have made in previous years. The Education Policy Institute, for example, [found in October 2021](#) that for secondary reading the difference between disadvantaged pupils' learning loss and their peers is growing as a result of the COVID-19 pandemic.

Students eligible for the pupil premium at our school make excellent progress in both Key Stage 3 and Key Stage 4, resulting in disadvantaged students achieving a Progress 8 score of +0.86 across all subjects in 2019. However, there is still a gap between the progress of these disadvantaged students and their more affluent peers at Paddington that our pupil premium strategy aims to tackle.

## 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, lower attendance than our students who are not eligible for the pupil premium.</p> <p>Between 1<sup>st</sup> September and 22<sup>nd</sup> October 2021, for example, pupil premium-eligible boys had an average attendance of 93.9%, while their male peers had an average attendance of 95.5%.</p> <p>Lower attendance has a <a href="#">negative impact</a> on students' attainment. Since the education of disadvantaged students was, on a national scale, disproportionately affected by the pandemic, it is even more important that pupil premium-eligible students attend school every day.</p>
2	<p>Attainment of disadvantaged students is lower in English than their peers. This is indicated by scrutiny of students' work, visiting lessons, teachers' formative assessments and final outcomes. The reasons for pupil premium-eligible pupils' underachievement in English are multiple and complex.</p> <p>The pupil premium provides an opportunity to support our disadvantaged students in English 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.</p> <ul style="list-style-type: none"> <li>• Of our Year 7 intake in September 2021, the pupil premium-eligible students have an average reading age almost a full year lower than their non-disadvantaged peers.</li> <li>• In standardised national vocabulary tests, our pupil-premium eligible students in Year 7 scored, on average, at the 34<sup>th</sup> percentile. Our non-disadvantaged students scored narrowly above the mean at the 51<sup>st</sup> percentile. A lower vocabulary score indicates that students have been exposed to a smaller variety of reading material.</li> </ul>
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 <a href="#">disproportionately negatively affected</a> during the COVID-19 lockdowns. Pupils in receipt of pupil premium were <a href="#">less likely to have access to devices</a> 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 2024-25, 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 (a result of the pandemic) 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £365 759

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: £159 045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online homework support clubs (Sparx and Hegarty support for Years 7 to 11, Seneca and Educake for Year 11 only)	Our homework clubs target students who 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 students	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: £58 383

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 <a href="#">track record</a> for improving students' mental health and emotional wellbeing – often a <a href="#">barrier to attending school</a> .	1

**Total budgeted cost: £561 000**

## 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 2020 to 2021 academic year.

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the impact of the COVID-19 pandemic.

- Despite the work of the pastoral and attendance teams, average attendance of all students and pupil premium-eligible students in particular was lower than expected as pupils had to self-isolate if one of their classmates tested positive for COVID-19.
- Intervention programmes for Year 11, for example during tutor time, could not be implemented due to a new timetable that facilitated year group 'bubbles.'
- While we continued to teach our curriculum during periods of lockdown, the nature of online learning prevented limited aspects of the curriculum from being taught with the same rigour.
- Some after-school clubs could not be run because year groups were not allowed to mix.
- Some funding was diverted to ensure that disadvantaged students had access to a laptop with which they could access their online lessons.
- While students were learning from home, they were not able to benefit fully from our whole-school reading programme.

As a result, in our strategy this year we have identified and prioritised closing disadvantaged students' gaps in knowledge that have come about due to the pandemic. We are also maintaining a focus on English and the whole-school reading strategies from last year, but this year we will broaden our approach with Year 11 tutor time intervention for English and a new reading intervention programme for Key Stage 3 pupils.