Pupil premium strategy statement – Paddington Academy

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	945
Proportion (%) of pupil premium eligible pupils	53.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026, 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Peter Jones
Pupil premium lead	Michael Park
Governor / Trustee lead	Ben Antell Catherine Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£520,504
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£520,504

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils have, on average, slightly lower attendance than our students who are not eligible for the pupil premium. While our pupil premium-eligible students have attendance significantly above the national average, we want to close the gap at our school. Lower attendance has a negative impact on students' attainment.
2	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.
3	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.
4	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.
5	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.

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 2026-27, 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £322 710

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

Budgeted cost: £145 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online homework support clubs (Sparx 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 6 progress, according to the EEF (+5 months).	2, 3, 5
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	2, 3, 5

	intervention has an average impact on progress of +4 months over the course of a year.	
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
Lexonik reading intervention programme	Evidence from the EEF supports the use of targeted literacy interventions that explicitly teach phonics, morphology (including prefixes, suffixes and root words) and vocabulary, helping disadvantaged pupils to improve their word recognition, reading fluency and comprehension.	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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52 050

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 7 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.	1
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 selected 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, afterschool 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
All Child support for our most vulnerable disadvantaged students	The All Child has a strong track record for improving students' mental health and emotional wellbeing – often a barrier to attending school.	1

Total budgeted cost: £520,504

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the last year, strong progress has been made against the identified priorities.

In 2025-26, attendance for pupil premium students rose to 95.4%, a 0.5% increase on 2024-25 and a 1.5% increase on 2023-24. This level of attendance is significantly above the national average. This reflects the sustained work of heads of year, student support mentors, counsellors, our West London Zone worker and the systematic use of attendance tracking. The gap between disadvantaged students and their peers also narrowed in 2025-26 to 0.7%. Having succeeded in reducing the gap to below 1.0%, we will seek to maintain these strategies to close this gap further and secure 96.0% attendance for all students.

In our most recent GCSE results, disadvantaged pupils achieved significantly higher than non-disadvantaged pupils nationally in headline outcomes (Attainment 8, and the proportion of pupils who achieved a grade 4+ and grade 5+ in English and Maths). In August 2026, 91.8% of pupil premium students achieved at least a grade 4 in English (best of), an increase of 3.4% on the previous year. The proportion of disadvantaged pupils who achieved at least a grade 5 in English (best of) also increased from the previous year. Targeted tutor-time support, weekly after-school intervention, homework clubs and smaller Year 11 classes contributed to this improvement.

Reading remains a priority. In the end-of-year NGRT test in June 2026, disadvantaged pupils scored at almost the same level as their peers. The whole Year 7 cohort, of which the majority is eligible for pupil premium, improved by 20% of a standard deviation compared to their NGRT test in September 2025. Lexonic, a decoding intervention for pupils learning to read, has been introduced to support students. We are also continuing to use Rapid Plus to build pupils' fluency with reading. We are targeting pupil premium students who can decode and read fluently, but remain reluctant readers, through UCL Next Chapter and a DEAR book club.

Disadvantaged pupils accessed a wide range of enrichment opportunities in 2025-26 to build cultural capital, including a whole-cohort Year 8 visit to Royal Holloway and a Year 9 residential to the Isle of Wight. All disadvantaged Key Stage 3 pupils attended a termly rotating after-school club to broaden interests and participation. Uptake of the Duke of Edinburgh Award remains high for 2026-27, with multiple trips planned. West London Zone has had a measurable impact on engagement, attendance and personal development for identified students.

Overall, outcomes for disadvantaged pupils met expectations, and we remain on track to achieve the intended outcomes set for 2027-28.