Pupil Premium strategy statement

Author / Responsible Person	Principal
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This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1093
Proportion (%) of pupil premium eligible pupils	557 (50.96%)
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)**	2023-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tony Macdowall
Pupil premium lead	Lauren Reid
Governor / Trustee lead	Daniel Woodruff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£565,960
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	0
Total budget for this academic year	£565,960

Part A: Pupil premium strategy plan

Statement of intent

At Pimlico Academy, our motto, libertas per cultum (‘freedom through education’), is the clearest distillation of our vision for education. We believe that a good education is empowering and emancipatory. It brings choice, it brings freedom and it levels the playing field. This is especially true for those students for whom the academy receives Pupil Premium funding.

To achieve our vision, we use pupil premium funding to provide structures and opportunities for those students who need additional help to achieve success in line with, or better than, school and national expectations. This strategy document outlines how the academy plans to spend the Pupil Premium funding that it will receive in 2025/26, and the rationale underpinning that strategy.

We believe that regardless of their background, our pupils should feel and be empowered to do extraordinary things extraordinarily well, and we use our pupil premium strategy to support that work. We are very much aware that successful educational outcomes for pupils can be traced back to the local family context and the effectiveness of the partnership between home and school; the quality of learning and teaching in the classroom, and the ability of all pupils to access an appropriately challenging curriculum regardless of their background.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.
Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We adopt a whole school approach towards use of pupil premium funding in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve, this is by maintaining high expectations and engendering high aspirations in all students. We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage; we act early to intervene when a need is identified. National statistics indicate that historically, disadvantaged students do not perform as well as their peers

due to a variety of barriers to learning. We recognise that students who are disadvantaged must be supported to achieve at least as well as their peers.

We do not believe in publicly identifying students who are disadvantaged, and we recognise that there are many forms of disadvantage; economic, social and cultural. Students' needs across groups, subjects and throughout their school careers are diverse and strategies do not in any way segregate, excuse, patronise or inadvisably favour the disadvantaged; we challenge them with the same rigour and learning experiences as their peers.
Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Barriers to future attainment and progress for pupils:
Internal barriers at Pimlico Academy:
• Poor literacy skills
• Poor numeracy skills
• Poor behaviour and social skills
• Weak independent learning skills

External barriers
• Emotional and social factors including safeguarding
• Erratic and / or persistent attendance
• Lack of knowledge with respect to different education/career pathways
• Lack of opportunities to the wider curriculum and opportunities outside of school

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the centre of our approach and focusses on areas where disadvantaged pupils require it most.

This includes targeted support based on robust diagnostic assessment of need and helping pupils to access a broad and balanced curriculum. Our Pupil Premium strategy is focused on three areas:
1. **Teaching & Learning** – we ensure that attainment and progress of not only our disadvantaged students, but all students is high by having a well-developed teaching and learning programme through our instructional coaching.
2. **Targeted Interventions** – students with an EHCP receive additional support. In addition, some of our most disadvantaged students receive one-to-one and group

mentoring through our mentoring Programme, Allchild, SALT, homework club, literacy and numeracy support, year team pastoral support.
3. **Wider pastoral strategies** – this includes access to our in-house counselling service, strategies supporting attendance, EWO consultancy support, behaviour, social and emotional support and breakfast club.
All members of the academy community have a role to play in ensuring the success and achievement of our Pupil Premium students. To ensure our strategy is effective we will:
• Model good behaviour explicitly through our Character Curriculum.
•Ensure teachers have high academic expectations and set challenging work.
• Early intervention at the point a particular need is identified.

The combination of these strategies provide our students with the structure and opportunities required to help them achieve success in life and excel. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the Non disadvantaged pupils in our school our results in recent years demonstrate that this approach is working as PP students at Pimlico Academy achieve above national expectations.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in maths GCSE is sometimes lower than that of their peers and teacher diagnostic assessments suggest that some pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last three years indicate that between 40-50% of our disadvantaged pupils arrive below age-related expectations compared to 20% of their peers.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last three years, between 50 -60% of our disadvantaged pupils arrive below age-related expectations compared to 30-40% of their peers.
3	HPA PP Attainment – HPA students who are PP are not achieving consistently at 7+. Although disadvantaged students at Pimlico Academy made positive progress and perform above national figures, they do not always perform as well as their non-disadvantaged peers.

	This is evidence for progress 8, attainment 8, % of students achieving 5+ in E&M, % of students entered for EBACC, % of students achieving 5+ across all EBACC subjects.

		Cohort	Progress 8	Attainment 8	in English & Maths	Entering Ebacc %	average point score	Grade 5+ in EBacc
2018/19	All	192	0.55	53	50	60	4.9	31
	PP	116	0.39	51	49	55	4.6	28
	Non-PP	76	0.77	57	53	67	5.4	37
2020/21	All	204	[redacted]	54	57	76	5.1	39
	PP	114		51	48	72	4.7	33
	Non-PP	90		58	67	83	5.6	45
2021/22	All	207		55	58	77	5.2	90
	PP	107		50	47	71	5.5	37
	Non-PP	100		61	68	84	5.8	53
2022/23	All	198	0.3	50.6	49	88	4.9	49
	PP	90	0.06	45	42	84	4.3	29
	Non-PP	108	0.59	56	55	90	5.4	39
2023/24	All	186	0.29	48	54	77	4.9	36
	PP	101	-0.02	46	40	67	4.3	22
	Non-PP	85	0.66	50	69	89	5.6	52

4	Our observations suggest some lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 120 pupils (80 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (25 of whom are disadvantaged) currently receiving small group interventions.
6	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum	By the end of our current plan in 2025/26, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last three years this figure was 40%.

at the end of KS4, particularly in EBacc subjects and with a focus on maths.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of at least 52 • an EBacc average point score of at least 5 • at least 60% passing GCSE maths at grade 5 or above
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 5% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 25%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • Overall attendance for disadvantaged students will be no lower than 92%. • the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 25% lower than their peers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£350,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments to be set across schools within the trust. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Teaching and Learning Toolkit | EEF	1, 4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	1, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2

Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	

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

Budgeted cost: **£100,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF	1, 3

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

Budgeted cost: **£115,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time. A bolstered pastoral team comprising of a teaching Head of Year and non-teaching Pastoral Support Manager (PSM) or Pastoral Leader (PL), to ensure adequate capacity for supporting the wide range of pastoral needs of our students	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions A wide range of evidence supports the idea that certain variables are linked to school behaviour and factors that influence school behaviour. Positive influences are linked to positive behaviour. All SLT, pastoral staff and teaching staff are expected to lead by example and offer guidance through our Character Programme.	5
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance/support officers	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Use document - Attendance interventions for school-aged pupils – EEF (Education Endowment Foundation).	1-6

will be appointed to improve attendance. he appointment of an Attendance Officer and an Education Welfare Officer (EWO) to support with raising attendance across the school, as well as responsive and targeted approaches to attendance from pastoral teams		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Wide range of extra curricular opportunities	Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities through our Careers and Enrichment programme will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students are well represented on our Student Council. Disadvantaged pupils will be encouraged and supported to participate	All
Breakfast club	An EEF impact evaluation of the Magic Breakfast programme in 2016 found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment	6

Total budgeted cost: £565,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall attendance over the past three years has been in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils 3% higher than their peers and persistent absence 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Disadvantaged attendance decreased by 2% over the past year and is now below national average.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that students have made positive progress and perform above national figures, they do not always perform as well as their non-disadvantaged peers.

This is evident for progress 8, attainment 8 and the % of students achieving 5+ in E&M.

In 2020-21 P8 was +0.30 for non-PP and +0.20 for PP

In 2021-22 P8 was +0.40 for non-PP and +0.20 for PP

In 2022-23 P8 was +0.43 for non-PP and +0.18 for PP

In 2023-24 P8 was +0.42 for Non-PP and +0.05 for PP

In 2024-25 no progress data due to Covid-19

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Our evaluation of the approaches delivered last academic year indicates that the approaches to improve attendance did so we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
KS3 curriculum	Oak Academy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
We set up after-school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils. A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.
The impact of that spending on service pupil premium eligible pupils
100% of all service children attended after school clubs. All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

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