Pupil premium strategy statement – Park Academy West London

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	707
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	24/25 to 26/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	D. Morrison
Pupil premium lead	C. Thomas
Governor / Trustee lead	D. Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,640
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£399,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of socio-economic background, benefit from the same high-quality provision and achieve well. We aim to reduce gaps between disadvantaged and non-disadvantaged pupils in attainment, progress and attendance, while developing confident, resilient and independent learners.

Our approach is founded on consistently strong teaching, supported by targeted action where barriers remain. Particular emphasis is placed on developing reading fluency, comprehension and vocabulary so that all pupils can access the full curriculum and the vocabulary gap is systematically reduced. We are equally committed to ensuring that all pupils can learn in calm, orderly classrooms, free from disruption.

Following each assessment point, leaders will analyse outcomes, identify emerging gaps and share precise information with staff. Where disadvantaged pupils are not on track, departments will implement focused, time-bound actions and evaluate their impact.

We will also broaden pupils' cultural knowledge, experiences and aspirations through an ambitious curriculum, enrichment and meaningful opportunities beyond the classroom. Our strategy will remain responsive to individual need and will draw on a range of evidence, including attainment, attitudes to learning, attendance, staff and pupil feedback, safeguarding and wellbeing information, and participation in wider school life.

Challenges

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

Challenge number	Detail of challenge
1	Attendance has been a sustained barrier to the achievement of disadvantaged pupils at PAWL, with both attendance and persistent absence significantly less favourable than the corresponding national figures for disadvantaged pupils. Attendance remains a significant barrier for disadvantaged pupils. Pupil Premium attendance was 83.6% in 2023/24, with persistent absence at 51.7%. By the end of 2024/25, attendance had fallen to 82.46%, compared with 86.98% across the school, while Pupil Premium persistent absence had increased to 53.09%, compared with 38.06% overall. In 2025/26, Pupil Premium attendance improved modestly to 83.26%. Persistent absence reduced to 46.49%, an improvement of 6.60 percentage points, but remained substantially above the whole-school rate of 35.16%. Attendance, persistent absence and unauthorised absence among disadvantaged pupils therefore remain central priorities. This sustained absence results in significant lost learning, reduces access to intervention and enrichment, and contributes directly to weaker attainment.

<table>
<tr><td></td><td>Improving attendance and reducing persistent and severe absence, particularly among disadvantaged pupils, therefore remain central priorities.</td></tr>
<tr><td>2</td><td>Low prior attainment in reading and writing is a persistent barrier to curriculum access. Around half of pupils enter Key Stage 3 below the expected standard, with disadvantaged pupils disproportionately represented within this group. The current Year 7, Year 8 and Year 9 cohorts were each below national levels in reading, writing and mathematics at the end of Key Stage 2, demonstrating that this is a recurring challenge across successive cohorts rather than an isolated weakness.

There has been positive progress following the increased focus on literacy in 2025/26. Between January and April, the average reading age increased from 12 years 6 months to 13 years 1 month, while the average standardised score rose from 96.8 to 99.2.

Despite this progress, a significant proportion of disadvantaged pupils continue to experience weaknesses in decoding, fluency, comprehension and vocabulary. These barriers limit their ability to understand subject-specific language, read independently and access increasingly demanding texts across the curriculum. The challenge is to sustain recent improvements while accelerating progress for the weakest disadvantaged readers and systematically closing the vocabulary gap.</td></tr>
<tr><td>3</td><td>Disadvantaged pupils remain disproportionately represented in suspension and permanent-exclusion figures. Published data indicate that the proportion of FSM6 pupils receiving one or more suspensions reduced from 17.93% in 2023/24 to 14.58% in 2024/25, although this remained above the national figure of 8.29%.

In 2025/26, 16.3% of Pupil Premium pupils received one suspension, compared with 8.3% of non-Pupil Premium pupils. 11.7% of Pupil Premium pupils received more than one suspension, compared with 4.4% of non-Pupil Premium pupils. All four permanent exclusions recorded during 2025/26 involved Pupil Premium pupils.

Although low-level disruption reduced and external review identified improvements in behaviour in lessons and the purposeful atmosphere across the academy, a small minority of pupils continued to experience repeated suspension, internal truancy, defiance and removal from lessons. Earlier, more precise and evidence-informed intervention is required to reduce repeated incidents and sustain pupils’ successful engagement in education.</td></tr>
<tr><td>4</td><td>Disadvantaged pupils have achieved less well than their peers over time, and the size of the gap has been variable.

At Key Stage 4:

<table><tr><th>Measure</th><th>2023/24</th><th>2024/25</th><th>2025/26</th></tr><tr><td>Disadvantaged Attainment 8</td><td>36.1</td><td>33.7</td><td>35.74</td></tr></table></td></tr>
</table>

	Disadvantaged English and mathematics grade 5+	32.1%	26%	25.4%
	Attainment 8 gap against national non-disadvantaged pupils	-13.9	–16.8	-15.7
	English and mathematics grade 5+ gap against national non-disadvantaged pupils	-21.1%	-27.1%	-28%

*Source: Published DfE performance data. Figures relate to the DfE-defined disadvantaged cohort; they may differ from the academy's internal Pupil Premium analysis.

Following a decline in 2024/25, disadvantaged pupils' Attainment 8 improved from 33.7 to 35.74 in 2025/26, returning close to the 2023/24 figure of 36.1. However, the proportion achieving grade 5 or above in both English and mathematics fell slightly from 26% to approximately 25.4% and remained below the 2023/24 figure of 32.1%.

Gaps remain within the academy. In 2025/26, disadvantaged pupils achieved an Attainment 8 score of 35.74, compared with 40.33 for non-disadvantaged pupils. They were also 7.6 percentage points behind at grade 4 or above in both English and mathematics (42.4% compared with 50.0%) and 12.7 percentage points behind at grade 5 or above (25.4% compared with 38.1%).

The priority is therefore to build on the improvement in Attainment 8 while securing consistently strong teaching, accurate assessment and timely, evidence-informed intervention. Improving reading, attendance and behaviour will also be essential to reducing barriers and narrowing attainment gaps for disadvantaged pupils.

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
Secure sustained improvement in the attendance of disadvantaged pupils through early identification, consistent implementation and clear accountability.	● Attendance for disadvantaged pupils improves and remains above the corresponding previous-year figure throughout the academic year. ● Persistent and severe absence among disadvantaged pupils reduce from the current baseline. ● The attendance and persistent-absence gaps between disadvantaged and non-disadvantaged pupils narrow over time. ● Particular improvement is secured among pupils attending between 80%

	and 90%, preventing absence from becoming more deeply entrenched. ● Every disadvantaged pupil receiving targeted attendance support has an identified barrier, named lead, clear actions, timescale and review date. ● Same-day follow-up, return-to-school conversations, parental contact and escalation procedures are implemented consistently. ● Leaders can demonstrate the impact of attendance actions and adapt or discontinue approaches that are not securing improvement. ● Improved attendance results in greater access to teaching, intervention, enrichment and examination preparation.
Improve the reading fluency, comprehension and vocabulary of disadvantaged pupils so that they can access and learn the full curriculum successfully.	● Reading ages and standardised scores for disadvantaged pupils improve from their individual starting points. ● The proportion of disadvantaged pupils reading significantly below their chronological age reduces over time. ● Pupils with weaknesses in decoding, fluency, comprehension or vocabulary are identified early and receive appropriately matched, time-bound intervention. ● Literacy interventions have clear entry criteria, baselines, intended outcomes, review dates and exit criteria. ● Teachers routinely use reading-age information and accurate class profiles when planning and adapting teaching. ● Explicit vocabulary instruction, modelling, guided practice and checking for understanding are evident across the curriculum. ● Quality assurance and pupil work show that disadvantaged pupils are increasingly able to understand subject-specific language, read independently and complete appropriately challenging work. ● Differences in reading outcomes and curriculum participation between disadvantaged pupils and their peers reduce over time.

Reduce serious and repeated behaviour among disadvantaged pupils while maintaining consistently high expectations and ensuring that all pupils can learn without disruption.	● Suspensions and repeat suspensions reduce from the current baseline, including the disproportionate representation of disadvantaged pupils. ● Serious incidents, persistent defiance, internal truancy and repeated removal from lessons decline across the academic year. ● The number of disadvantaged pupils receiving repeated placements in Internal Exclusion reduces. ● Every disadvantaged pupil displaying repeated high-level behaviour has a named lead, a clear intervention plan, an intended outcome and a review date. ● Internal Exclusion and other interventions are purposeful, time-bound and linked to clear reintegration arrangements. ● Behaviour information is reviewed regularly to identify patterns and evaluate whether interventions are reducing the frequency or severity of incidents. ● One Voice routines and agreed consequences are implemented consistently across subjects and staff. ● Disadvantaged pupils return successfully to their usual lessons following intervention, with improvements in behaviour, engagement and attendance sustained over time. ● Pupil and staff feedback indicates that classrooms and transitions are increasingly calm, orderly and conducive to learning.
To improve student wellbeing and in doing so increase further the sense of belonging in the Academy	● An increase in the number and range of pastoral interventions on offer in the Academy, with improved tracking and monitoring of all students, but in particular disadvantaged students ● Student surveys, parental feedback to show an improved sense of belonging and enjoyment in being in school ● Student surveys to show improved sense of wellbeing in being in school ● Incidents of repeated behaviours are low as a result of effective pastoral interventions.

Improve the attainment and progress of disadvantaged pupils across the curriculum, with particular attention to Key Stage 4, English and mathematics at grade 5+, and Attainment 8.	● The proportion of disadvantaged pupils on track to achieve grade 5 or above in both English and mathematics increases following each assessment point. ● Attainment 8 and Progress 8 average point score for disadvantaged pupils improve from the relevant baseline. ● Differences in attainment and progress between disadvantaged and non-disadvantaged pupils reduce over time. ● Question-level and pupil-level analysis identifies precise gaps in knowledge, application and examination technique, which are addressed through subsequent teaching and intervention. ● Disadvantaged pupils who are not on track receive timely, targeted support with clear intended outcomes and review points. ● Predictions become increasingly accurate and are supported by assessment evidence and pupils' work. ● Underperforming subjects demonstrate measurable improvement, with additional scrutiny maintained until improvement is secure. ● The attainment and progress of disadvantaged students in Key Stage 5 are monitored closely and appropriate support is provided where students fall behind.

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.

High-quality teaching, literacy and curriculum access: The academy will prioritise consistently strong classroom teaching alongside structured literacy assessment and intervention. The approach is intended to improve disadvantaged pupils' reading, vocabulary and access to the curriculum, while reducing differences in attainment from their peers. Provision will be informed by accurate assessment, delivered by appropriately trained staff and evaluated regularly against clear intended outcomes.

Budgeted cost: £219,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen high-quality teaching through sustained professional development. Provide CPD focused on explicit vocabulary instruction, effective explanation, modelling, checking for understanding and responsive teaching. Particular attention will be given to closing gaps in Tier 2 and Tier 3 vocabulary so that disadvantaged pupils can access the full curriculum.	The EEF identifies high-quality teaching as the most important element of an effective pupil premium strategy. Explicit instruction, modelling, questioning and checking for understanding help teachers identify misconceptions and adapt teaching before gaps become established. Approaches that strengthen oral language, vocabulary and reading comprehension are particularly valuable for pupils whose prior attainment or wider experiences may limit curriculum access.	2, 4
Use co-planning and INSET time to improve the precision of classroom teaching. Teachers will construct and regularly review class profiles incorporating reading ages, prior attainment, SEND information and relevant pastoral or safeguarding information. This will support evidence-informed adaptations and the targeted teaching of disadvantaged pupils without reducing curriculum ambition.	Accurate information about pupils' starting points enables teachers to anticipate barriers, select appropriate adaptations and maintain high expectations. Collaborative planning can improve consistency by allowing teachers to focus on sequencing, explanation, modelling, questioning and likely misconceptions rather than resource creation alone.	2, 4
Embed vocabulary and disciplinary reading within lesson design. Planning will identify the Tier 2 and Tier 3 vocabulary pupils	The EEF's secondary literacy guidance recommends that schools prioritise disciplinary	2, 4

need to understand and use. Lessons will include explicit vocabulary teaching and regular opportunities to read and discuss approximately 200–300 words of purposeful, subject-relevant text, where appropriate to the subject and learning objective.	literacy, explicitly teach vocabulary and provide structured support for pupils to read complex academic texts. Regular exposure to carefully selected subject-specific reading supports vocabulary, comprehension, background knowledge and pupils' ability to communicate within different disciplines.	
Quality assure the implementation and impact of high-quality teaching. Learning walks, work scrutiny, curriculum reviews, assessment information and pupil voice will be used to evaluate whether disadvantaged pupils are participating successfully, understanding the intended curriculum and producing work of an appropriately ambitious standard. Feedback, coaching and additional support will be provided where practice is not yet secure.	Quality assurance is most effective when it evaluates pupils' learning rather than simple compliance with a teaching model. Reviewing teaching alongside pupils' work and assessment information enables leaders to identify variation, provide precise professional development and determine whether agreed approaches are improving outcomes for disadvantaged pupils.	2, 4
Identify reading needs accurately through standardised assessment. NGRT assessments will be completed twice during each academic year. Results will be analysed alongside teacher assessment and diagnostic information to identify pupils requiring further assessment or intervention and to evaluate progress over time.	Standardised assessment can support the early identification of reading difficulties and help schools distinguish between weaknesses in decoding, fluency, vocabulary and comprehension. Reassessment enables leaders to evaluate whether interventions are having sufficient impact and to adjust provision where progress is limited.	2, 4
Deliver targeted Corrective Reading provision. Trained staff will provide Direct Instruction Corrective Reading sessions five times each week for pupils with significant decoding and fluency needs. Pupils' starting points, attendance, progress and exit criteria will be recorded and reviewed regularly.	Structured phonics and decoding programmes can improve reading accuracy and fluency when they are delivered frequently, by trained staff, and matched closely to pupils' identified needs. Greater reading fluency reduces the cognitive demand of decoding and enables pupils to focus more effectively on comprehension and curriculum content.	2, 4
Deliver Lexonic PowerUp intervention. Identified pupils will receive Lexonic PowerUp twice each week to develop phonological knowledge, vocabulary, fluency and comprehension. Participation and progress will be reviewed against clear intended outcomes.	Targeted literacy intervention is most effective when it is based on diagnostic assessment, delivered consistently and connected to classroom learning. Structured teaching of word knowledge and vocabulary can support pupils to interpret unfamiliar language and access increasingly complex texts.	2, 4

Deliver Lexia. Identified pupils will complete two timetabled sessions each week. Usage and progress information will be reviewed regularly, with additional adult support provided where pupils are not progressing as expected.	Digital literacy programmes can supplement, but should not replace, high-quality teaching. Their value is greater when implementation is structured, participation is monitored and teachers use diagnostic information to provide additional instruction and feedback.	2, 4
Strengthen leadership and specialist capacity for literacy. A Literacy Coordinator will oversee the academy's literacy strategy, staff development, curriculum implementation and evaluation. A Literacy Intervention Specialist will coordinate diagnostic assessment and deliver and oversee targeted reading provision for pupils with the greatest need.	Effective implementation requires clear leadership, appropriate staff expertise and regular evaluation. Defined responsibility supports consistency between classroom teaching and intervention, while specialist capacity enables provision to be matched more precisely to pupils' reading needs	2, 4

Attendance, behaviour and pastoral support: The academy will strengthen attendance and behaviour through early identification, consistent implementation and targeted support. Particular attention will be given to disadvantaged pupils who are persistently absent, repeatedly suspended or frequently removed from learning. Provision will be coordinated through regular case review and evaluated against clear intended outcomes. This aligns with the Academy Improvement Plan's emphasis on named responsibility, time-bound support and coordinated intervention.

Budgeted cost: £179,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen the analysis and oversight of behaviour. A Behaviour Manager will review behaviour information regularly, identify patterns and coordinate support for disadvantaged pupils experiencing repeated incidents, suspensions or Internal Exclusion.	Regular analysis allows leaders to identify concerns early, understand recurring patterns and provide targeted support. Behaviour interventions are more effective when they respond to an identified need and are reviewed systematically.	1, 3
Provide targeted family liaison and attendance support. The Family Liaison Officer will work directly with disadvantaged pupils who are persistently or severely absent and their families, including meetings, home visits and support to address identified barriers.	DfE attendance guidance emphasises early intervention, positive engagement with families and support matched to the individual causes of absence. Sustained parental engagement can improve attendance where relationships and barriers are addressed directly.	1

Protect capacity for regular attendance and behaviour meetings. Attendance, pastoral, safeguarding, SEND and curriculum staff will review identified pupils through a regular case-review cycle. Each pupil will have clear actions, named responsibility and an agreed review date.	Coordinated approaches reduce duplication and ensure that academic, attendance, behaviour and pastoral needs are considered together. Clear accountability and regular review increase the likelihood that agreed actions are completed and evaluated.	1, 3
Provide a graduated range of pastoral interventions. Provision will include counselling, mentoring, emotional-regulation support, family work and other appropriate interventions. Support will be matched to identified barriers and reviewed for its impact on attendance, behaviour, engagement and wellbeing.	Targeted pastoral support can improve pupils' readiness to learn when it addresses the underlying causes of absence or behaviour. Interventions are most effective when they have clear entry criteria, intended outcomes and review points.	1, 3
Provide staff development on attendance and behaviour. CPD will clarify staff responsibilities, attendance procedures, One Voice routines, reasonable adjustments, calm correction and the consistent application of the behaviour policy.	Consistent implementation across staff is central to improving attendance and behaviour. Clear routines, shared expectations and appropriate staff training support calm classrooms and reduce variation in practice.	1, 3
Strengthen targeted intervention and reintegration. Disadvantaged pupils experiencing repeated suspension, absence or removal from lessons will receive a time-bound support and reintegration plan. Provision will be adapted or discontinued where it is not securing improvement.	Effective reintegration and follow-up reduce the likelihood that pupils return immediately to the same pattern of behaviour or absence. Reviewing impact ensures that pupils do not remain in provision without clear evidence of benefit.	1, 3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve outcomes in progress and attainment for disadvantaged students at

	2022-2023		2023-2024		2024-2025		2025-2026	
	Non-PP	PP	Non-PP	PP	Non- PP	PP		
Grade 4+ in E&M	52%	30%	43%	44%	62%	44%	50%	42.4%
Grade 5+ in E&M	30%	16%	53%	31%	44%	26%	38.1 %	25.4%
% achieving standard pass in EBACC	3.65	2.95*	3.97	3.09	3.66	3.00		

The attainment gap remained too great in 2025/26, although it narrowed in some measures. The proportion of disadvantaged pupils achieving grade 4 or above in both English and mathematics was 42.4%, compared with 50.0% of non-disadvantaged pupils: a gap of 7.6 percentage points, reduced from 18 percentage points in 2024/25. At grade 5 or above, 25.4% of disadvantaged pupils achieved the measure, compared with 38.1% of non-disadvantaged pupils. This gap narrowed from 18 percentage points to 12.7 percentage points, although disadvantaged attainment itself remained broadly unchanged.

Whole-school attendance was 88.4%. Attendance among disadvantaged pupils was 84.2%, compared with 90.7% for non-disadvantaged pupils: a gap of 6.5 percentage points. Persistent absence was also substantially higher among disadvantaged pupils, at 45.4%, compared with 25.1% for non-disadvantaged pupils.

During 2023/24, 104 pupils with attendance below 90% received first-day absence calls. From January 2024, academic mentors and year team leaders provided additional support for pupils whose attendance was between 87% and 89.9%. Of the pupils targeted, 80.8% improved their attendance and 62.5% moved out of persistent absence. Disadvantaged pupils accounted for 55.4% of those who moved out of persistent absence. Although these interventions benefited

the pupils targeted, the continuing attendance and persistent-absence gaps demonstrate that this remains a significant barrier for disadvantaged pupils.

Raising aspirations

Careers provision reached almost all pupils, with 97.4% participating in at least one recorded careers-related interaction, including employer encounters, higher education activities, guest speakers and virtual events. In total, 99% of disadvantaged pupils participated in at least five meaningful experiences intended to raise aspirations.

All disadvantaged pupils in Years 9 to 11 received an individual careers-focused meeting with a member of staff. All disadvantaged pupils in Years 11, 12 and 13 also received an interview with an independent careers adviser.

Behaviour and pastoral support

During 2024/25, 80 disadvantaged pupils accessed targeted pastoral support or intervention. This provided additional support for identified needs; however, further work is required to evaluate the impact of individual interventions on behaviour, suspensions and sustained engagement.

Quality-first teaching

All early career teachers completed their induction successfully in 2024/25. They received ongoing professional development focused on quality-first teaching, behaviour for learning and meeting the needs of disadvantaged pupils. Continued quality assurance is required to evaluate the consistency and impact of this training on classroom practice and pupil outcomes.

Externally provided programmes

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

Programme	Provider
Sparx Maths	
Sparx Reader	
Accelerated Reader	

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.