

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Richmond Park Academy
Number of pupils in school	863 (years 7-11)
Proportion (%) of pupil premium eligible pupils	28.2% (244 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	October 2025
Date on which it will be reviewed	March 2025, Sept 2025
Statement authorised by	James Whelan (Principal)

Pupil premium lead	James Cook, Deputy Principal
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,525
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£266,525</b> (£45,700 down on 2023/24 due to no NTP catch up funding in 2024/25)

# Part A: Pupil premium strategy plan

## Statement of intent

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, notably in its targeted support through tuition for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

# Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last two years indicate that 39% of our disadvantaged pupils in year 7 and 43% in year 8 arrive below age-related expectations compared to 16% and 18% of their non-disadvantaged peers. Subsequent internal and external (where available) assessments show that this progress gap widens to 0.68 in year 11 in 2022. <b><u>However, the PP gap has narrowed in 2024 to 0.25, with PP students making +0.20.</u></b></p>
2	<p>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.</p> <p>On entry to year 7 37% of our disadvantaged pupils arrive below age-related expectations compared to 11% of their peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many 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 and science.</p>

5	<p>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, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. In the 2021-22 academic year 40% of mental health referrals were regarding disadvantaged pupils. This is a high proportion given the whole school disadvantaged population is 28%. These students currently require additional support with social and emotional needs, with our school counsellor and pastoral mentor meeting their needs.</p>
6	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 4.5 - 8% lower than for non-disadvantaged pupils.</p> <p>35 - 48% of disadvantaged pupils have been 'persistently absent' compared to 15 - 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 65% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p><b><u>We currently have 64% of PP students on the Ebacc pathway in the 2024/25 GCSE cohort.</u></b></p> <p>In the last three years this figure was 65% in 2024, 43.8% in 2023, 46.9% in 2022, 51.2% in 2021 and 36.4% in 2020.</p>

	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>· an average Attainment 8 score of 4.8 (3.94 in 2022)</li> <li>· an EBacc average point score of 4.8 (3.53 in 2022)</li> </ul> <p><b><u>In 2024 PP outcomes were 4.93 A8 and 4.60 for the average Ebacc point score. This is a significant one year improvement.</u></b></p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved 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. The chronological reading age gap was 25% in 2022. <b><u>This figure was reduced to 7% in 2023/24, with a 20% in year improvement of PP students reading at their chronological reading age.</u></b></p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>· the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>

## 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: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. This will be done through GL assessment..</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support.</p> <p>It will be rolled out as a whole school T&amp;L initiative in Sept 2022. DDI directed time will monitor and support staff to embed this practice.</p>	<p>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:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/publications/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="https://www.eef.org.uk/publications/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="https://www.improvingliteracyinsecondaryschools.org.uk/">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>



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

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Strategies include using Lexia, Accelerated Reader. Sparx Reader</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Lexia, Accelerated Reader and other Literacy strategies.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Although the National Tutoring Programme has ended, we maintain a commitment to support students with 1:1 - 3:1 tuition. This will be 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.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3

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

Budgeted cost: **£106,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>We also have a fully trained onsite, school counsellor that will have support with the increasing mental health needs that society and education now faces.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>This will be led by our intervention manager Matthew Farqhaursen.</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF'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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EWO purchase through WPA</p> <p>Attendance administrator recruited.</p>	6

officers will be appointed to improve attendance.		
<p>Careers, enrichment and developing cultural capital.</p> <p>We employ a full time careers lead that provides aspirational careers guidance to all students, but prioritising disadvantaged students</p> <p>School trips: 50% of the cost of each trip is funded for disadvantaged students. We also insist that a minimum of 25% of students that attend trips are pupil premium.</p> <p>We have a whole school enrichment programme offering a wide range of opportunities for disadvantaged students. These include music, performance and PE coaching.</p>	<p>Extended Schools programme to ensure that students make gains through before and after school clubs as well as lunchtime provision. This has included homework club, basketball, boxing, guitar, singing, drumming and dance sessions. This also had wider benefits to attitudes to learning and well-being.</p> <p>Evidence suggests that exposing disadvantaged students to cultural capital opportunities has a significant impact in sustaining engagement with education throughout adolescence.</p>	5, 6
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

**Total budgeted cost: £266,525**

# 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 2021 to 2025

### 2024 - 2025

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils improved throughout the academic year. The general trend is that the disadvantaged gap closes from year 7 to year 9. GL assessment data suggests that the number of students projected to not achieve a grade 4 in English and Maths reduces from 28% in year 7 to 18% in year 9. Disadvantaged students judged as confident readers, stanine 5+, increased by 16% throughout the 2024/25 academic year, narrowing the reading gap from 20% to 9% from the autumn to the summer term. This indicates a significant improvement, but there is still work to be done in this area. Ebacc entry for disadvantaged students is 60% for the 2024 GCSE cohort. The 2025 GCSE cohort Ebacc entry for PP students is 67%. This is significantly higher when compared to the national PP Ebacc entry of 27.7% in 2023.

The 2025 GCSE outcomes represent a significant improvement in PP attainment and progress, in particularly in English and Maths. Disadvantaged students achieved significantly above the national average in KS4 examinations. In the recently published IDSR disadvantaged students were judged as above average across all 17 data metrics. This represents significant endorsement for the 2022-2025 PP plan. In addition 53% of PP students achieved 5+ E/M, this represents a '0' gap when compared with the national average of 5+ E/M for non-disadvantaged students that was also 53%. The 2025 disadvantaged Maths outcomes were transformational when compared to 2022, with the overall internal PP progress figure in Maths being +1.050, compared to -0.65 in 2022. This provides significant evidence that curriculum changes and tutoring in mathematics and the outreach work in the Maths hub have had a significant impact.

Overall attendance in 2024/25 marginally dropped compared to 2023/24 to 90.9%. Absence among disadvantaged pupils was 4.3% higher than their peers, this is a significant improvement on 2022/23 where it was 7% higher. In 2024/25, persistent absence was 35% for PP students, this is a 9.4% improvement on 2022/23 when PP PA was 44.4%. This represents a significant improvement compared to previous years, although the gap between PP and non-PP attendance remains a focus of our current 2025/26 PP plan.

We have seen a significant increase in the number of students referred to the safeguarding team and identified by AS Tracking Assessments for mental health support and emotional regulation (322). Our Educational psychologist supported 40 students this academic year through therapeutic work, 35% of which were PP. We have employed an

additional educational psychologist as the mental health crisis in schools demands this action. Our School Counsellor and mental health champion completed therapeutic work with 86 students, 39% of which were pupil premium. An additional 236 students were in receipt of 1:1 drop in counselling support and wellbeing sessions, 30% were pupil premium. LVA Trust provided small group and 1:1 mentoring sessions to 30 students, 40% of which were pupil premium. LVA also completed workshops for 35 KS4/5 students around emotional regulation around exam anxiety of whom 33% were pupil premium. We will continue to support student well being in 2025/26

### **2023 - 2024**

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils improved throughout the academic year. The general trend is that the disadvantaged gap closes from year 7 to year 9. GL assessment data suggests that the number of students projected to not achieve a grade 4 in English and Maths reduces from 26% in year 7 to 19% in year 9. Disadvantaged students reading at their chronological age increased by 20% throughout the 2023/24 academic year, narrowing the reading gap from 20% to 7%. This indicates a significant improvement, but there is still work to be done in this area. Ebacc entry for disadvantaged students is 60% for the 2024 GCSE cohort. The 2025 GCSE cohort Ebacc entry for PP students is 67%. This is significantly higher when compared to the national PP Ebacc entry of 27.7% in 2023.

The 2024 GCSE outcomes represent a significant improvement in PP attainment and progress, in particular in English and Maths. Disadvantaged students registered an overall PP progress score of +0.36ve, with a gap of 0.25. This is significantly reduced when compared to 2023, and the first time disadvantaged students have achieved positive progress. In addition, 73% of PP pupils achieved 4+ in E/M, a 13% increase compared to 2023, and 50% of PP students achieved a 5+ in E/M. Nationally, the % of pupils achieving a 5+ in E/M was 25.2% in 2023. The 2024 disadvantaged Maths outcomes were transformational when compared to 2022, with the overall PP progress figure in Maths being +0.07, compared to -0.65 in 2022. This provides significant evidence that curriculum changes and tutoring in mathematics and the outreach work in the Maths hub have had a significant impact.

Overall attendance in 2023/24 was higher than in the preceding three years at 91.5%, It was also higher than the national average. At times, absence among disadvantaged pupils was 4.3% higher than their peers, this is a significant improvement on 2022/23 where it was 7% higher. In 2023/24, persistent absence was 35% for PP students, this is a 9.4% improvement on 2022/23 when PP PA was 44.4%. This represents a significant improvement compared to previous years, although the gap between PP and non-PP attendance remains a focus of our current 2024/25 PP plan.

We have seen a significant increase in the number of students referred to the safeguarding team and identified by AS Tracking Assessments for mental health support and emotional regulation (208). Our Educational psychologist supported 37 students this academic year through therapeutic work, 30% of which were PP. Our School Counsellor and mental health champion completed therapeutic work with 106 students, 38% of which were pupil premium. An additional 83 students were in receipt of 1:1 drop in counselling support and wellbeing sessions, 43% were pupil premium. LVA Trust provided small group

and 1:1 mentoring sessions to 26 students, 36% of which were pupil premium. LVA also completed workshops for 46 KS4/5 students around emotional regulation around exam anxiety of whom 28% were pupil premium. We will continue to support student well being in 2024/25.

### **2022 - 2023**

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils improved throughout the academic year, although some year group demographics contradict this trend. Disadvantaged students reading at their chronological age increased by 14% throughout the 2022/23 academic year, narrowing the reading gap from 32% to 20%. This indicates a significant improvement, but there is still work to be done in this area. EBacc entry for disadvantaged students is 60% for the 2024 GCSE cohort, which is higher than in the previous 3 years, but 5% below the target we are aiming for. However, the 2025 GCSE cohort has 67% EBacc entry, which is a higher percentage when compared to the non-disadvantaged Ebacc entry figure of 65.5%.

The 2023 GCSE outcomes represent a significant improvement in PP attainment and progress, in particular in English and Maths. Disadvantaged students registered an overall PP progress score of -0.07, with a gap of 0.48. This is significantly reduced when compared to 2022, and the first time disadvantaged students have achieved positive progress. If 0% attenders are removed from the data analysis this figure increases to +0.43 and a narrower gap of 0.24. This further exemplifies the need to improve PP attendance and reduce PP persistent absence. The 2023 disadvantaged Maths outcomes were transformational when compared to 2022, with the overall PP progress figure in Maths being +0.20, compared to -0.65 in 2022. This provides significant evidence that curriculum changes and tutoring in mathematics and the outreach work in the Maths hub have had a significant impact.

Although overall attendance in 2022/23 was lower than in the preceding two years at 91.39%, it was higher than the national average. At times, absence among disadvantaged pupils was 7% higher than their peers and persistent absence 23% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to legacy and current 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.

### **2021 - 2022**

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils improved throughout the academic year, although some year group

demographics contradict this trend. EBacc entry for disadvantaged students is 50% for the 2023 GCSE cohort, which is higher than in the previous 2 years, but 10% below the target we had aimed for. However, the 2024 GCSE cohort has 67% EBacc entry, which is a higher percentage when compared to the non-disadvantaged Ebacc entry figure of 65.5%.

The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised, although the progress gap for disadvantaged students closed and Ebacc entry is higher for disadvantaged students in our current year 10 cohort.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, by providing live timetabled lessons for all students.

Although overall attendance in 2021/22 was lower than in the preceding two years at 91.8%, it was higher than the national average. At times, absence among disadvantaged pupils was 6% higher than their peers and persistent absence 21% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to legacy and current 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.