Pupil premium strategy statement – *Paignton Academy* 2025

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1582
Proportion (%) of pupil premium eligible pupils	33.63%
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)**	This is the third year of a 3 Year plan which will be monitored termly. Sept 23- August 26
Date this statement was published	Dec 25
Date on which it will be reviewed	November 26
Statement authorised by	Derwyn Williams
Pupil Premium Lead	Tamsin Summers
Governor / Trustee Lead	Will Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£553,625
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	This funding has now ceased.
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*	£553,625

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, suggests that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will

- Have a designated Senior Leader who will lead on the Pupil Premium Strategy monitoring it termly with a yearly review of the 3-year plan
- Have a Pupil Premium coordinator whose role is to support students and create their One Page Profile
- Have a named RGB link for Disadvantaged Students (DS).
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Trust leaders.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: building strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- Each DS will have a One Page Profile which outlines their strengths and barriers to learning, to support staff in meeting their needs.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We know that quality first teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich and cohesive curriculum, consistent routines, feedback, high expectations and

strong knowledge of individuals can and do make a difference to our most vulnerable students.

- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered.
- We intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- We address financial and practical barriers to learning and enrichment

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** With PP attendance during the last academic year at 81.2%, this has a direct impact on the other targets within this Pupil Premium Strategy. The Attendance Team has prioritised phone calls and home visits to PP students as one barrier is the lack of communication from some parents. Through our CARE values, we have instilled a sense of belonging across the Academy, to reduce the barrier where students feel 'different' and/or have inconsistent relationships with adults. We have also introduced our 'pink pen for core knowledge' in all subject areas. This is to help battle the challenge of gaps in learning, meaning any child that misses a day of school will at least have the core knowledge in their books in each subject for when they return. Our key challenge with PP attendance is where good school attendance is not valued at home. We continue to build positive relationships with our parents, carers and the local community, providing many opportunities for open communication. This should in time, increase the value of school and good attendance at home, therefore increasing student attendance.
2	**Progress and Attainment** Due to the lack of KS2 data we can only compare attainment data looking at 3 KPIs. The Attainment 8 score improved from 29.3 to 30.55. This is an improvement, however, is still below the National Average for disadvantaged students of 34.9. The other key indicators are the 4+ and

		5+ for English and Maths. The 4+ basics have improved from 21.8% to 25% whilst our 5+ basics have improved from 12.6% to 14.13% which is still below the National Average of 25.6%. For our pupils in education and employment in 2023 we have a percentage of 91% which is below the National average of 94%.
3		**Access to educational materials and technology** It remains a moral imperative to ensure students are empowered to access learning alongside their peers and are offered and encouraged to take part in practical lessons that require equipment and extra-curricular activities. We acknowledge that a sense of belonging is a crucial part of feeling success at school and our students value the opportunities such as cooking, Duke of Edinburgh, music lessons, trips and excursions and sports kit, to name a few.
4		**Behaviour incidences and exclusions** The proportion of students who are PP within the school is 33.63%. The school behaviour data highlights that positive strides continue behaviour for learning – 45% of Reset Room visits are from PP pupils in comparison to 55% NPP pupils. This is due to teachers having better understanding and knowledge available to them via the PP Co Ordinator and the PP learning profiles found on Arbor. 71% of PP **have not** been removed from lessons on Arbor so far this year. In terms of Fixed Term Suspensions, 49% (10% lower than last year) of suspensions are for students with PP. This data highlights the improvement of the learning experience of PP students within the classroom, but more focus is needed on the relationships with some at a higher end to avoid Fixed Term Suspension.
5		**Resilience within lessons and success in their learning** It remains the case that high-quality teaching and learning impacts more significantly on PP students. There is a key focus on ensuring the needs of all students are met within the classroom on a daily basis to support inclusive practice. A key focus to support this is our success with developing a literacy programme which works in tutor programmes but also to secure well-embedded literacy support in all lessons as well.
6		**Well-being and belonging** As the attendance, exclusions and RR data highlights, we need to address the well-being, resilience, and sense of belonging for our students who experience disadvantage. We understand the challenge is to support families within our community and work to understand the barriers faced by our vulnerable students.

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
Understanding Barriers Know the needs of our PP students in detail and leverage existing systems and practices to intervene early. Understand the impact of multi-vulnerabilities for students across KS3 and KS4 and look to reduce barriers which impact on progress and attainment, with early interventions. Ensure attendance improves for key groups – PP/SEND by understanding the barriers. Provide bespoke support within the classroom, learning support and Personalised Learning.	Reduce PP/Non-PP attainment gap. Reduce PP/Non-PP progress gap. Attendance gap closed. Behaviour data highlights reduced FTE/ RR referrals for PP/SEND students – at least as representative of cohort. Student voice reports confidence in learning. Anti-deficit model applied to all PP CPD.
Teaching Professional development leads to a strong understanding of great teaching. Raise expectations of students, particularly PP/SEND. Research says: teach everyone well, "every interaction matters" Support students to return to learning after experiencing attendance issues.	Reduce PP/Non-PP attainment gap. Reduce PP/Non-PP progress gap. Student voice reports confidence in learning. Students' individual needs are met in the classroom to secure progress. Reduced numbers of students in KS4 who find exams and school challenging.
Teaching Ensure leaders have shared understanding of what constitutes excellent classroom practice. Evidence informed practice based on high quality evidence of learning theories with an understanding of our context.	Curriculum Team Leaders have a shared understanding of how to deliver excellence within their subject area and classroom. Professional Development used to promote excellence in the classroom. QA is conducted to support and challenge so that teachers are always seeking to develop their practice.
Literacy: Reading Tutors and teachers use every opportunity to develop reading and literacy in students and support the delivery of excellent literacy skills across the curriculum.	**Universal provision:** All key stage three and year 10 students are tested through-out the literacy programme and reading ages are shared with staff. All Students will engage in tutor time reading (via The Day) and Sparxs Reader during KS3. Year 10 now also access Sparx Reader as of September 2025.

	Targeted interventions: Students who have been identified through our diagnostic testing will then engage in either the Lexia or other programmes to help support rapid progress in their reading levels and comprehension. The aim is to create a reading culture which will allow all students to access and engage in the whole curriculum.
Pastoral Relationships/ Attendance Students who experience disadvantage have excellent attendance due to strong relationships within school and especially the pastoral team as well as the use of effective attendance processes.	Attendance data meets National Average 88.3% for PP students. No gap for PP and non-PP attendance. Reduce gap for PP/SEND attendance. Reduced RR referrals for punctuality and truancy. Reduced FTS and RR for PP/SEND.
Relationships and opportunities Students who experience disadvantage and other vulnerabilities are supported to make better decisions and understand the importance of the opportunities school gives them	Proportional rate or lower of PP referrals to RR. Strong relationships with teachers supported by HOHs and PMs and knowledge of the students in each year group. Students who experience disadvantage receive at least two career appointments during their time at PA. PP students can access curriculum and extra-curricular opportunities. Barriers to the curriculum are reduced wherever possible. Students can meet challenge with resilience and understand the process of learning requires feedback and knowledge of weaknesses and strengths.

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: £ **293,252**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Know the needs of our PP students in detail and leverage existing systems and practices to intervene early. Understand the correlation between PP and other vulnerabilities and act early to support success at Paignton Academy. *	Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021 Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step to develop an effective Pupil Premium strategy. EEF	1,2,4,5,6
Quality First Teaching with a focus on adaptive teaching in the classroom. *	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.	2,3,4,5
Incremental Coaching *	We use an incremental coaching programme (Steplabs) to help drive improvement in the quality of teaching. All our teaching staff are entitled to this provision. The Evidence and Rationale Behind Steplab | Steplab	2,3,4,5
Technology 1-1 devices and hardware in classrooms *	*In an era of blended and hybrid learning, the digital divide has become an ever-growing barrier to education for many pupils, especially those who are disadvantaged. And there is a second front emerging in the fight*	1,2,3

	to close the digital divide – that of digital competency and skills.	

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

Budgeted cost: £ *114,038*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support *	Pupils identified by teachers as needing enhanced literacy support at KS3 and KS4 receive support via the Lexia and other intervention programmes. Tutor time reading - all students will engage in this. Home - The Day Why Lexia? - LexiaUK	2,5
Personalised Learning provision	Individual needs can be addressed and bespoke catch-up packages put in place. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1,2,4,6
Careers support for disadvantaged students	*'High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes. It is more important today as fewer young people now work at weekends or part-time, missing out on essential life skills gained in the workplace.'* EEF	1,2,4,5,6

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

Budgeted cost: £ *269,327*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Funding *	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes EEF	1,3,6
Pastoral Support *	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance EEF	1,4,5,6
Breakfast Club *	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was significant additional progress for students as well as improved attendance.	1,6

(*) Part of menu of approaches identified by the Department for Education.

Total budgeted cost: £ 520,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PA Outcomes for 2025

There has been a small increase in the Attainment 8 score for the disadvantaged students this year. In 2024 it was 29.3 and in 2025 it has increased to 30.55. This is still below the National Average for disadvantaged students of 34.9. School increase from previous year is 1.25 whilst the National increase was 0.3. There has also been an increase in both 4+ and 5+ basics. The 4+ percentage increased from 21.8% to 25%. The 5+ percentage increased from 12.6% to 14.3% this is still below the National average for disadvantaged students of 25.6%

Attendance and Behaviour figures

PP attendance during the academic year 22/23 was 80.06%. This dropped slightly in the year 23/24 to 79.17%. However, PP attendance then improved for academic year 24/25 to 81.2%.

The PP vs non-PP gap from 24/25 was 9.72%. In the academic year 23/23 it was 10.84%.

FSM attendance for 24/25 was 81.2% compared to the previous academic year of 77.5%. There is however a gap between FSM and non-FSM, as last year's non-FSM attendance was 92.2%.

We are also focussing on SEN attendance, with a very small increase last year from 80.6% to 80.8%. There is, however, still a gap between SEND and non-SEND attendance (80.8% vs 90.7%).

As of the 11th of November 2025, when compared to the same period in the previous academic year, SEN attendance is up 2.5%, FSM attendance is 3.2% higher and PP attendance 2.7%.

The behaviour data highlights that 49% of FTSs were for PP students and 50% of repeat offenders are PPs. In addition, the percentage of students who received a visit to our Reset room was disproportionately high for PP students compared to non-PP students. We need to better understand our students who receive a visit and the cause of this to better meet need for students who experience disadvantage. We have focussed more support in CPD for staff on SEND students and this year will be evolving our training offer. This offer will increase the focus on how we can support both SEND as well as PP and now need to pinpoint with forensic accuracy each student's barriers and needs and this now needs to become fully embedded.

This pupil premium strategy is on year 3 of a 3-year plan which we will monitor termly and evaluate each year using this data as a baseline to measure against.

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
Arbor	TES
Sparxs Maths	Sparxs
Steplabs	Powerful Action Steps
Lexia	Lexia UK