

Pupil Premium Strategy Funding Overview and Statement – Hammersmith Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	700 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	48.7%
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)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	31st December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gary Kynaston
Pupil premium lead	Hodo Isse
Governor / Trustee lead	Edwin Harrison Laleh Dubesh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£361,200

Part A: Pupil premium strategy plan

Statement of intent

Curriculum

We are committed to ensuring all students, regardless of background, make exceptional progress across the curriculum. High prior attainers are supported and challenged to reach their full potential, and disadvantaged students benefit from carefully planned scaffolding that enables them to access and succeed in a rigorous, knowledge-rich curriculum. High-quality first teaching based on the Rosenshine principles is at the core of our approach, with lessons adapted to meet individual needs.

Ethos

Pupil success is underpinned by outstanding pastoral support, high standards of behaviour, and recognition for those who exemplify our values. A spirit of membership and friendly competition is fostered through our House System, which runs vertically through all year groups. Our Personal Development Curriculum encourages respectful dialogue and equips students with the knowledge, skills, and confidence to prepare for adult life.

Wellbeing is central to academic success, and students benefit from high-quality pastoral care, mentoring, and mental health provision to ensure they are ready to learn and thrive. Beyond the classroom, a thriving co-curricular programme provides opportunities in the arts, sport, and cultural activities. Careers-focused sessions and enrichment experiences broaden horizons, build cultural capital, and raise aspirations. All pupils are expected to contribute to the wider life of the school and leave with the confidence, knowledge, and character to succeed.

Pupil Premium Provision

Our pupil premium provision is designed to close the disadvantage gap and accelerate progress. Interventions provide opportunities to master key concepts, reinforce learning, and overcome barriers. Strategies to improve literacy, strengthen attendance, and enhance teaching practice are embedded throughout our provision. Support is both preventative and responsive, ensuring disadvantaged pupils can access the full curriculum and participate fully in the wider life of the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment:</p> <p>PP student's attainment at HA is above the national average of PP attainment in English, Maths and EBacc attainment 8 as well as in the English and Maths 4+ and 5 + level. In English at the 5+ level Pupil Premium students at HA currently outperform their peers by 7.7%. However, in Maths, we want to close the in-school gap as Pupil Premium students perform below their peers at the 5+ level (average difference of –13% from summer 2025). This pattern has previously been identified through work scrutiny, lesson observations, and formative assessments.</p> <p>The factors contributing to underachievement among disadvantaged pupils are varied and often complex. Nonetheless, Pupil Premium funding provides a valuable opportunity to address these challenges and support students to make progress in line with, or exceeding, that of their more advantaged peers.</p>
2	<p>Improved reading comprehension and vocabulary among disadvantaged pupils across Key Stage 3</p> <p>Disadvantaged pupils in Key Stage 3 show lower levels of reading comprehension compared to their peers. This poses a significant barrier to learning, as reduced reading ability affects progress across the curriculum and limits access to subject content. In Year 7, 29% of students are reading at a level two or more years below their chronological reading age, and 9.5% are reading at a level four or more years below their reading age.</p>
3	<p>Wellbeing</p> <p>The education of some disadvantaged students was disproportionately affected during the COVID-19 lockdowns. Pupils in receipt of pupil premium were less likely to have consistent access to digital devices or an environment conducive to effective online learning. As a result, disadvantaged students are more likely to have gaps in their curriculum knowledge, alongside increased wellbeing and mental health challenges that continue to affect engagement and progress</p>
4	<p>Enrichment</p> <p>Disadvantaged students often have fewer opportunities to develop cultural capital outside of school. This lack of exposure can limit the requisite knowledge and experiences needed not only to fully access the curriculum but also to thrive beyond the classroom and lead a successful life.</p>
5	<p>Attendance</p> <p>Sustained high attendance of disadvantaged pupils by 2026–27, evidenced by an overall school attendance rate of 96% and an attendance gap of less than 1% between disadvantaged students and their peers.</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 progress and attainment among disadvantaged pupils in English and Maths the end of Key Stage 4.	All students, including those who are disadvantaged, access a rich and challenging English and Maths curriculum. Lesson visits, formative and summative assessments, and the quality of students' work all indicate that they are successfully grasping key concepts and developing strong curriculum knowledge in English and Maths.
Improve the reading comprehension among disadvantaged in KS3	Reading age assessments indicate improved vocabulary and comprehension skills among disadvantaged pupils, with a narrowing gap between their scores and those of their non-disadvantaged peers. These improvements should also be evident to teachers through increased engagement in lessons and higher-quality written work, seen in book scrutiny.
More opportunities for all students, especially PP students to gain cultural capital.	100% of students in Key Stage 3 participate in some form of enrichment inside or outside of school (e.g. sports, career sessions, after-school clubs, gardening or the Duke of Edinburgh award scheme).
High-quality first teaching: Disadvantaged pupils' make excellent progress because their gaps are dealt with systematically.	Teachers systematically identify gaps in knowledge for all students, including those who are disadvantaged, through effective use of assessment for learning and adaptive teaching strategies. Content is then delivered responsively to address these gaps before progress is checked. This responsive approach is evidenced through lesson observations, book scrutiny, and student performance in summative assessments at M2, M4, and M6.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in high-quality CPD for staff	High-quality teaching has a significant impact on pupil outcomes, and effective CPD is a key driver in improving teaching quality (EEF). Our CPD programme includes deliberate practice sessions underpinned by the EEF's five mechanisms for developing teacher expertise, leadership development opportunities, and student spotlight sessions. In addition, departments are allocated frequent curriculum time to review and preview content, enabling staff to clearly narrate the learning journey to students, anticipate key misconceptions, and adapt teaching to meet students' needs prior to lessons.	1,2,3
Increase in staffing for English, mathematics, and science subjects	Increased staffing in key subjects enables the delivery of high-quality teaching, identified by the EEF as the most powerful factor in improving pupil attainment.	1,2,3
Retain small class sizes in English, Maths and Science in Key Stage 4	Smaller class sizes enable teachers to engage in higher-quality interactions with their students, providing more targeted support in numeracy and literacy. According to the EEF, reducing class sizes has a positive impact on pupil progress, with an average gain of +2 months.	1,2,3

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

Budgeted cost: £ 47,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online homework support clubs (Sparxs learning for English, Maths and Science)	Our homework clubs are designed to support students who are underperforming across various indicators, such as limited time spent on homework tasks. According to the EEF, completing high-quality homework can have a significant impact on pupil progress, with an average gain of +5 months.	1,2,3
Year 11 after-school intervention programme	Pupils take part in one hour of intervention each day after school in subjects they are underachieving in, with a strong focus on securing a strong pass in both English and Maths. According to the EEF, small group and targeted interventions have a high impact on pupil progress, adding up to +4 months' additional progress on average. These sessions provide personalised support that addresses individual learning gaps and strengthens core skills essential for exam success.	1,2,3
Phonics interventions intervention program for Early Emerging readers	Phonics interventions have a high impact on early reading progress (+5 months on average, according to the EEF). Our intervention programme for Early Emerging Readers focuses on developing secure phonological awareness and decoding skills, enabling students to build strong foundations for reading fluency and comprehension.	1,2
Lexia reading intervention programmes	Regular 25-minute interventions proven to enhance students' reading accuracy and fluency, as well as their comprehension, syntax, and vocabulary skills.	1,2

Year 7 morning literacy programme	Reading comprehension strategies have a high impact on student progress (+6 months on average, according to the EEF). Our morning reading programme ensures that students consistently engage with ambitious and challenging texts, while being exposed to a wide range of Tier 2 vocabulary to strengthen their understanding across the curriculum.	1,2
Year 7 tutor time numeracy intervention	Targeted numeracy interventions have a strong impact on student progress (around +4 months according to EEF evidence). Our Year 7 numeracy support programme ensures that students receive regular, structured sessions focused on core mathematical skills, while being guided through tasks that address specific gaps in understanding. This approach helps pupils build confidence and strengthen the foundational knowledge they need to succeed across the wider maths curriculum.	1

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

Budgeted cost: £ 218,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Careers support	According to the EEF, providing students with structured careers education and personalised guidance can have a positive impact on their motivation, engagement, and long-term outcomes. One-to-one careers sessions and targeted support for Year 11 students, such as help with applications, college fairs, and guidance on next steps, ensure pupils make informed choices about their futures. Additionally, careers sessions with external speakers and enrichment trips for other year groups broaden students' aspirations, linking their learning to real-world pathways and future opportunities.	4

<p>After-school clubs, trips and music lessons for Key Stage 3 students; Duke of Edinburgh trips for Key Stage 4 students</p>	<p>Outdoor adventure learning, gardening, after-school clubs (including physical activity and arts participation such as music lessons), and school trips support pupils in developing non-cognitive skills such as resilience, which in turn have a positive impact on academic outcomes (EEF). There is also evidence that participation in extra-curricular activities can improve pupil attendance and retention (EEF).</p>	<p>4</p>
<p>Subsidised costs for disadvantaged pupils to participate in trips.</p>	<p>It ensures all students, regardless of financial background, can access the same enriching experiences.</p>	<p>4</p>
<p>Pupil Support Officers (PSOs) and counsellor services</p>	<p>PSOs provide support and intervene at an early stage to ensure all absent students receive a daily phone call for every day they are absent. In addition, selected students are offered in-house counselling to help them attend lessons as consistently as possible. We also maintain high behaviour standards through an effective on-call service and same-day detentions.</p>	<p>5</p>
<p>Attendance trackers, first response phone calls and home visits by Attendance Officer</p>	<p>Robust tracking of attendance data is essential for identifying and addressing attendance issues. Research from the EEF and the Department for Education highlights that improving attendance is strongly linked to improved academic outcomes and overall pupil wellbeing. Effective monitoring enables patterns of absence to be analysed, allowing timely interventions such as phone calls from Heads of Year, home visits, and attendance rewards to be implemented to re-engage students and promote consistent attendance.</p>	<p>5</p>

Total budgeted cost: £ 361,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Measure	Pupil Premium	Pupil Premium National average	Non- Pupil Premium	National average for Non- Pupil Premium	Hammersmith Academy PP vs National Average non-PP
5+ Inc. English and Maths	49.1%	25.6%	61.4%	52.8%	-3.7%
Attainment 8 Score	49.00	34.9	54.11	50.3	-1.3%

Key areas of impact:

There has been significant progress as a result of the strategies implemented by the end of 2024/25. In 2025, the performance of Pupil Premium (PP) students was significantly above the national PP average for Attainment 8, and the percentage achieving grade 5+ in both Maths and English was also well above the national PP figure, as shown in the table above. Compared with the national average for non-PP students, the attainment gap at Hammersmith Academy continues to narrow, as summarised in the table above.

Attendance

- Attendance improved across the school in 2024–25 to 94.7% for whole-school attendance (compared to 93.5% London average and 93.17% national average), and to 94.6% for PP students (with 85.5% of sessions missed attributed to DD – FSM6 pupils only). These represent excellent levels of attendance. The consistent work of Heads of Year (HoYs), Pupil Support Officers (PSOs), counsellors, and the use of attendance trackers have all contributed significantly to this improvement. We will continue to refine and strengthen these strategies to further increase attendance to 96% or higher this academic year.

Attainment

- PP students at HA have attainment above the national PP average in Maths, English, Humanities, Science, EBacc, and Open Attainment 8 subjects at both the GCSE 4+ and 5+ thresholds, which has been sustained over a three-year period. PP students' attainment in Languages (Spanish) is also above the national PP average for the 5+ level and again sustained over a three-year period. In the summer 2025 examinations, PP students were above the national PP average in Languages at both the 4+ and 5+ levels.

Maths

- Maths outcomes have improved in terms of progress. When compared to our internal CATs data, students achieved an Alps score of 3, placing the school within the top 25% of Alps schools. Tutor-time interventions, after-school Maths sessions, Sparx homework catch-up, smaller Year 11 class sizes, and additional enrichment classes are expected to have an even greater impact this year. A continued focus will be placed on ensuring that Year 11 enrichment and academic support sessions deliver the best possible progress. A significant investment in resources and expertise in Maths Mastery will further support and assure progress for subsequent cohorts.

English

- English outcomes for disadvantaged students have improved in both attainment and progress. When compared to our internal CATs data, students achieved an ALPS score of 2, placing the school within the top 10% of ALPS schools, with PP students outperforming their peers in attainment by 7.7% in the 5+ bracket. Tutor-time interventions, after-school English support, the Sparx homework club, and smaller class sizes in Year 11 have all contributed to this improvement. Ensuring that Year 11 enrichment and academic support sessions are consistently effective will remain a priority.

Literacy

- Many students are making strong progress through the school's reading programmes, resulting in greater engagement in lessons and improved access to the curriculum. This year, an extended reading programme is being rolled out to increase the percentage of students who receive intensive, needs-based intervention when required.

Cultural capital

- A broad range of students participated in trips, events, and in-school development opportunities in 2023–24, broadening their cultural capital. Several KS3 trips have already taken place this year, with more planned. The personal development curriculum and the HA Passport are already having a significant impact on

engagement, confidence, and both cultural and personal development among the targeted group of students. This is reflected in an improved achievement-to-behaviour points ratio, which currently stands at 5:1.

FOCI

We will continue to develop and embed these strategies to further reduce the gap for disadvantaged students. Our primary areas of focus remain:

- strengthening reading strategies and thus English outcomes;
- improving numeracy strategies to boost progress in Maths;
- and ensuring consistency in implementation to secure excellent academic and personal outcomes for all students at Hammersmith Academy.

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

Service pupil premium funding (optional)

<i>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</i>
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.