

## Chelsea Academy Pupil Premium Strategy Statement 2025-2026

School overview	
School name	Chelsea Academy
Academic year or years covered by statement	2024/25 – 2026/27 To be reviewed annually in line with funding
Number of students	910 in Y7-11* Latest roll report
Proportion of disadvantaged students	46.3% ( Pupil Premium)
Pupil Premium allocation this academic year	421 students
Publish date	December 2025
Review date	November 2026
Statement authorised by	Mariella Ardron, Principal
Pupil Premium lead	(Hannah Taylor - currently on Mat Leave)
Governor lead	Tabia Salam

### Funding Overview

Detail	Amount (£)
Pupil Premium funding allocation this academic year	£452,575
Additional allocations	£100,000
<b>Total budget for this academic year</b>	<b>£552,575</b>

### Pupil Premium Strategy

#### Statement of Intent

Our intention is that all students, irrespective of their background or circumstances will make good progress and achieve well across the curriculum. We also make specific allocations of Academy funds in addition to our annual pupil premium grant to support this strategy.

There will be parity of opportunity for all students in both the curriculum offer and delivery. In addition our intent is to ensure that disadvantaged students receive bespoke and additional support as required. This could range from pastoral support, financial support, small group tuition or e.g. mentoring

Research conducted by the EEF concludes that common barriers to learning for disadvantaged students can be:

- less available support at home
- poorer language and communication skills compared to non-PP peers
- lack of confidence due to poor academic outcomes
- more frequent behaviour difficulties
- attendance and punctuality issues
- (greater negative impact of Covid19 experienced by PP students compared to their non-PP peers)

We will ensure that Pupil Premium funding is used to provide support and improve the outcomes for this key group of students. We aim to:

- Provide outstanding support for all disadvantaged students regardless of prior attainment or current performance
- Improve opportunities for disadvantaged students so they have the same access to extracurricular learning experiences, academic and pastoral support and career guidance as their peers

- Provide out of class enrichment opportunities to ensure academic and emotional wellbeing leading to increased social and cultural capital as well as greater aspirations

We draw on research evidence (EEF) and evidence from our own experience of past years, to provide support for our PP students. The provision is based upon Three Tier model:

- Tier 1 - Quality first class teaching and effective use of TAs in the classroom
- Tier 2 - Targeted academic support in subject areas
- Tier 3 - Wider Academy strategies led by ELT. E.g Action Tutoring/ English tutoring/ CT Mentoring

Our strategy is also integral to priorities identified in the ADP with a focus on targeted support. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not presumptuous about the negative impact of disadvantage. The approaches we have adopted complement each other to help students excel.

### Challenges

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

Challenge number	Detail of challenge
1	Continuing to ensure parity of opportunity to all students, especially disadvantaged to a broad curriculum offer and excellent teaching.  In 2023/24 the percentage of PP students entered for the Ebacc suite of qualifications was 49%. For 2024/25 the number of PP students taking an Ebacc suite of qualifications decreased slightly to 46%. For 2025/26 this has dropped to 30% which is fractionally higher than for non PP students. The Ebacc suite is one measure and we continue to ensure we close attainment gaps.
2	Developing metacognitive strategies amongst low attaining disadvantaged students especially when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
3	Assess and review the far reaching impact of the pandemic on both student reading ages including students transitioning from KS2 and also gaps in learning  Our quality assurance processes show that disadvantaged students generally have lower levels of reading comprehension than their non PP peers.
4	Ensuring hard to reach parents/carers for 'at risk' students engage with the Academy for opportunities that promote better outcomes <ul style="list-style-type: none"> <li>• Students eligible for PP funding may not take part in trips / extra curricular activities, or be able to fully participate in wider academy life due to lack of aspiration and / or financial barriers.</li> <li>• Students may not have access to careers education and support at home meaning they have limited information or experience about the range of careers available or how to access further / higher education.</li> </ul>
5	Ensuring attendance and punctuality to Academy continues to improve. <ul style="list-style-type: none"> <li>• Term 1 2025 attendance figures show a difference of 2.8% between the PP (91.3%) and non PP (94.1%) students.</li> <li>• PP students are over represented in both persistent and severe absentee figures</li> <li>• <b>Reduction of PP to non PP attendance gap:</b> Our current attendance for PP students stands at 91.3% versus 94.3% for non PP students</li> <li>• In-school gap between the attendance of PP and non PP students is 2.8% so far this year. This has widened compared to an improvement on the same period from last year which had a gap of 2.05%</li> </ul>

### 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
Achieve A8 in line with attainment for all students	Achieve national average for attainment for all students
Achieve average English and maths 5+ scores in line with non-disadvantaged students	Achieve average English and maths 5+ scores to ensure that the gaps in achievement are in line with their non-disadvantaged peers
Improve attendance in line with attendance of non-disadvantaged students	<p>The national average for attendance for the academic year so far stands at 92.7%</p> <p>Maintain / Improve CA PP to non CA PP attendance comparison.</p> <p>N.B: Current FSM attendance places us in the top 20% of schools nationally.</p>
Destinations	<p>Extensive career guidance and support is put in place to help students make the right choices Post-16. This includes work in house with Learning Coaches and independent career counselling. There is a programme of support throughout the year including assemblies, Expectations Evening and the spring 'Futures' day. In specific cases, particularly for those identified as disadvantaged (including those at risk of NEET), it also involves working with external partnerships like Construction Youth Trust and local colleges.</p> <p>A summary of our 2025 destinations include:</p> <p>Chelsea Academy William Morris St Charles Harris Westminster City of Westminster College Fulham Boys Graveney Morley College Uxbridge College</p>
Improve reading comprehension for identified students at Key Stage 3 including disadvantaged students.	Targeted literacy focused interventions demonstrate that those students who have a below chronological reading age make sustained progress so that they can successfully access the full breadth of the curriculum.

### Activities in current academic year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

## Teaching

Budgeted Cost: £300,000		
Activity	Evidence that support this approach	Challenge number(s) addressed
Quality first teaching for all, including disadvantaged students. Further academic and pastoral support enabling disadvantaged students in Year 11 to have academic mentoring and extended leadership check ins. Ensuring the Academy is well staffed in all curriculum areas, especially in English and Maths where attainment and progress remains strong.	Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. <a href="#">Guidance for teachers   Education Endowment Fund   EEF</a>	1,3,5
Improve metacognitive skills for all students. This will be achieved by ongoing teacher training, led by key members of the Leadership Team and through the implementation of Chelsea Absolutes. Rigorous focus on CPD for Checking for understanding in all subjects, in all classes  Ensuring the curriculum is well sequenced at all key stages to allow for strong progression	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. <a href="#">Metacognition and self - regulation   Toolkit Strand   Education Endowment Fund   EEF</a>	1,2,3
Improve reading comprehension for all students at KS3 (inclusive of disadvantaged students).  Increased frequency of Reading Age data capture. All Year 7 students to complete a baseline reading-age assessment on entry and this data to be further screened to identify students who have a phonic weakness. Introduction of annual reading age capture for Year 10 and 12 students to allow teachers to more effectively make appropriate adaptations to lesson planning / resources. In year admissions students are tested on entry so that appropriate reading provision can be put in place.  Deployment of appropriate literacy acceleration programmes / phonics provision for identified students to ensure that they are able to successfully access the breadth of the national curriculum at KS3.  Ongoing CPD, facilitated by whole Academy literacy leads ensures that teachers across all curriculum areas have a robust understanding of how to explicitly teach tier 2 and tier 3 vocabulary and develop students oracy	In 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English. <a href="#">EEF - Improving Literacy in Secondary Schools</a>  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>  Oracy can and should be embedded throughout a child's educational experience from the earliest stage, before they enter formal education, through to their progression to further or higher education and employment. <a href="#">Oracy Education Commission 2024 - 'We need to talk'</a>	1,2,3

Targeted academic support		
Budgeted Cost: £110,400		
Activity	Evidence that support this approach	Challenge number(s) addressed
Small group interventions: KS3 I.L/Study Club, KS4 After school / holiday intervention sessions/ Mentoring year 12/10, PP year 11 specific mentoring all run by CA staff	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><a href="#">Small Group Tuition I Toolkit Strand I Education Endowment Fund I EEF</a></p>	1,2,4
Providing one to one tuition to students for intensive individual support. We have several different programmes running to suit the need of students - outside of normal lessons as additional teaching, purchase of support programmes from outside agencies (Creative writing intervention and Action Tutoring) to run after school	<p>On average, one to one and small group tuition is very effective at improving student outcomes. It might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or struggling in a particular area.</p> <p>Tuition is more likely to make an impact if it is additional and explicitly linked with normal lessons.</p> <p><a href="#">One to One Tuition I Toolkit Strand I Education Endowment Foundation I EEF</a></p>	1,2,4
Early identification of underachieving disadvantaged students and provide targeted individual support plans that meet the specific needs of each learner. The Lead for Disadvantaged students will work closely with these individual students, teachers and their families to ensure barriers are removed and students can demonstrate progress in bespoke and regular meetings	Ongoing process to ensure all the activities identified in our strategic plan are fit for purpose and deliver the intended outcomes	1,2,3,4,5,

Wider strategies for current academic year		
Budgeted Cost: £110,000		
Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Use of Sparx reader in English lessons and used to support literacy as independent learning tasks. This has replaced bedrock learning.</p> <p>Introduction of guided reading programme for all students across all year groups as part of weekly coaching time provision.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>There are indications that approaches involving digital technology can be successful in improving reading comprehension particularly when they</p>	1,2

All Learning Coaches receive explicit CPD that allows them to effectively model reading for fluency and prosody via an age appropriate shared text.	<p>focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p><a href="#">Reading Comprehension Strategies I Toolkit Strand I Education Endowment Fund I EEF</a></p>	
Ensuring an appropriate proportion of disadvantaged students participate in extracurricular activities including trips and visits. Through the Flourish 8 pledge students are better supported to widen their learning and experiences outside of the classroom. Students can put themselves forward to achieve one of the 8 Flourish badges through trip attendance.	<p>Greater exposure to activities such as: reading non-fiction and classical literature, learning to play classical instruments and going on educational visits, provides children with 'cultural capital' – many of the above activities are inherently educational in nature and provide children skills and knowledge to excel academically at school. This knowledge also fosters a sense of independence and self-confidence.</p> <p><a href="#">Cultural Capital and Educational Achievement</a></p>	1,4
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice to increase overall attendance and punctuality of disadvantaged students through:</p> <ul style="list-style-type: none"> <li>• Our Academy Attendance Officer provides up to date attendance and punctuality data which allows timely actions and interventions to be implemented.</li> <li>• Both Heads of Year (HOY) and Learning coaches regularly monitor the punctuality and attendance data of students via robust pastoral tracking systems</li> <li>• Fortnightly attendance focused meetings for each year group in the Academy. The implementation of a multi- stakeholder approach to these meetings ensures that the most appropriate member of staff enacts key actions to remove barriers to attendance.</li> <li>• The deployment of an Early Help worker within the Academy for two days a week allows for us to work intensively to support some of our most vulnerable families.</li> </ul>	<p>Research shows that lower attendance leads to lower attainment outcomes for pupils at both Key Stage 2 and Key Stage 4. At Key Stage 4, pupils who missed less than 1% of sessions across Year 10 and 11 had an average Progress 8 score of +0.73, while those who missed 50% of sessions or more had an average score of -2.83.</p> <p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment.</p> <p><a href="#">Working together to improve school attendance 2024</a></p>	1,3,5
<p>The following 3 interventions are not used exclusively for disadvantaged students but given these students present as more at risk of disengagement with school and are more at risk of behaviour and pastoral concerns, then these programmes can provide effective and targeted support</p> <p>Chelsea Champions</p>	<p>Funding for full time CC Mentor embedded at the Academy to support mentoring and engage with those at risk of being disengaged including support with cultural trips and visits (e.g. Jamie's Farm trips). Long standing partnership with the Academy</p>	4&5



57% of students having Chelsea Champions mentoring are Pupil Premium students this year (35/61)		
AllChild  73% of students having this intervention are Pupil Premium students	Introduced in September 2022 to support those students at risk of suspension and/or being drawn into SYV. Subsidised programme - 2 embedded All Child worker based in school working with 30 students	
Kick London  48% of students having a Kick London Mentor are Pupil Premium students	Long standing partnership with the Academy. Funding for full time mentors x 5 days a week to support behaviour interventions.	

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development with a focus on sharing good practice	Use of Quality Assurance data to inform development needs to be addressed during INSET days and Wednesday CPD time. Also use of online professional development programmes for individual teacher/associated staff needs. Teaching and Learning of the Chelsea Absolutes to be the focus of both formal and informal lesson observations throughout the year. Further details outlined below.
Targeted support	Mismatch between percentage of students achieving 4+ in English and Maths	All curriculum leaders to identify gaps through half termly analysis. This will feed into half termly discussions with their leadership link.
Wider strategies	Engaging the families facing most challenges	Pastoral team working closely with the LA and other outside agencies to provide adequate support and guidance e.g. EEF Working with Families Guidance Report, targeted use of external support e.g. Kick London, Early Help including embedded EH worker x 2 days a week from Dec 24, All child, P2Be & TAP

### Three Year Overview

In 2021, the Academy moved to a 3 year approach on how to best use and monitor the impact of PP funding. This will be aligned with key strands of the Academy Development Plan (ADP) each year (which are informed by the 5 year plan). 2025/26 is Year 2 of a second three year strategy. Our current focus is on the following priorities:

- Ensuring our curriculum meets the needs of all learners as they move from KS3 into KS4
- Ensure that adaptive teaching meets the needs of all (especially students identified as SEND, HPA, LPA, PP etc.) but with an Academy -wide commitment to the progress of SEND students
- Ensure that the CA Absolutes continue to be implemented effectively across the Academy

- **Expect 100%:** High expectations are narrated through teacher talk and behaviours, no opt out, learning is challenging with scaffolding in place to support students at the bottom to achieve
- **Strong start/Strong finish:** Ensure learning routines are consistent at the beginning and of lessons and to ensure students are in the right mindset for learning
- **Check for Understanding:** Ensure teachers/TAs are using a variety of strategies in a lesson to monitor student learning e.g. targeted questions, whole class feedback on MWBs, digital platforms (g/forms)
- **Circulation;** Teachers/TAs are actively checking learning and student engagement by moving around the room, prompting and probing students as necessary and giving timely feedback to support/scaffold learning
- Ensure our QA processes support and develop teaching staff through coaching and mentoring
- Ensure that there is a rigorous and sequential approach to reading throughout the curriculum

### Review of outcomes in the previous academic year

These can be seen on the DfE [website](#)

### Further information

From January 2025 the Academy has funded a TLR for a non ELT member of staff to lead on provision for all disadvantaged students, including those in receipt of PP. This is an exciting opportunity to build on the work and outcomes already in place at the Academy. The current postholder is on Maternity leave until July 2026.