

Pupil premium strategy statement – Reach Academy Hanworth Park

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	318
Proportion (%) of pupil premium eligible pupils	Primary pupils eligible: 7 (11.7%) Secondary pupils eligible: 29 (32.2%)
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)	1st September 2024 - 31 August 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Louis Everett and Tilly Browne (Co-headteachers)
Pupil premium lead	Louis Everett (Co-headteacher for Secondary)
Governor / Trustee lead	Juliette Cammaerts (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary: £10,605 Secondary: £31,175 Total: £41,780 £1,515 per primary child

	£1,075 per secondary child
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£41,780

Part A: Pupil premium strategy plan

Statement of intent

Our aim for pupils eligible is encapsulated by our whole school mission which is to transform the lives of all of our pupils by providing them with the skills, attributes and academic qualifications to flourish in any career and live happy and fulfilled lives. The school has been founded in order to empower our community to access opportunities that hitherto have been preserved for the elite. In order to achieve this vision, we will ensure that pupils make excellent progress across the curriculum.

The importance of this issue has been heightened due to recent global events including the Covid-19 pandemic and the current 'Cost of Living' crisis. Research has found that disadvantaged pupils have been worst affected. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Principles

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Strategies and decision-making based on the most recent evidence so we only implement what has been shown to close the gap.
- The plan will be centred on constantly improving the quality of teaching. All academic evidence strongly suggests that high-quality teaching is the 'best bet' we have in closing the attainment gap.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Thoroughly involve governors in the decision making and evaluation process.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Outstanding CPD, including individual coaching to all staff will be used to increase the quality of teaching in the school.
- Providing a world class education and beyond through the work of our sister organisation The Reach Foundation and other local partners.
- Fully utilising our all-through age range model to identify under achievement and patterns as early as possible to allow action to be taken to address the issues in a timely manner.
- The smaller than typical number of students at the school will allow students to receive a personalised approach. We pride ourselves on having a deep understanding of every student and family.

- The plan will be underpinned by drawing upon the EEF’s Teaching and Learning Toolkit meta-analyses and research reviews.
<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

Intent

The academy aims to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our current pupil premium strategy plan is designed to improve outcomes, attendance and build strong relationships with pupils to fulfil our vision.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading Ages and literacy rates:</u></p> <p>We know that GCSEs require a reading age of between 15 and 17 in order to be able to access them fully. It is therefore imperative that pupils are reading above their chronological age by the time that they reach these exams.</p> <p>For our founding cohort of Year 7 pupils (currently Year 8), just 52% of pupils achieved Expected Standard (EXS) or Greater Depth Standard in reading, writing and maths. This is below national average and well below the current performance of our first school Reach Academy Feltham. Of our 28 PP pupils, only 12 (43%) of pupils achieved Expected Standard or Greater Depth Standard in reading, writing and maths. Of our newest cohort of Year 7 pupils who joined in September 2025, 69% achieved the expected standard in their SATS. However, only 50% of our 32 PP children achieved EXS+ in their combined subjects.</p> <p>In September 2024, we completed a baseline reading test for our Year 7 cohort giving pupils a score for fluency, comprehension and vocabulary. This showed that of our 28 PP pupils, only 14% were reading at their chronological reading age or above. We then repeated the test in September 2025 that showed that of the now 29 of our PP pupils, now 45% are reading at or above their chronological reading age. This increase shows our investment in PP children’s reading is working but we still have further work to do with 55% of children still reading below their reading age.</p>

	<p>In September 2025, we completed the same test for our new Year 7 cohort and 32% of our PP children are reading five years below their chronological reading age with only 32% of children reading at or above their chronological reading age.</p> <p>It is clear from both the SATS outcomes and reading baseline test that our disadvantaged pupils are currently working below the level of their peers. If not addressed, this is likely to lead to worse GCSE outcomes for our disadvantaged pupils than their peers. However, our investment in the reading of PP children last academic year has shown a marked increase in outcomes. We will continue to invest in and enhance our reading strategy this academic year.</p> <p>With Primary, we know that a number of our children do not come into Reception demonstrating strong speaking skills, this can impact their reading as we know that there tends to be a correlation between these two skills. For example 17% of PP children came in on track in Communication and Language versus 43% on non Pupil Premium children. Additionally, at the end of Reception last year, 30% of Pupil Premium did not make the GLD versus 14% of non pupil premium. This challenge therefore reflects the impact of communication and language in supporting children to be able to comprehend effectively.</p>
2	<p><u>Writing and correlation with speaking:</u></p> <p>One of the three overarching priorities in our School Development Plan is to build pupil confidence in spoken language. Internal subject-specific assessments and observations of pupils has shown that disadvantaged students are less articulate when expressing their verbal responses in class and around school. This correlates with the SATS and reading baseline test data cited in point 1.</p>
3	<p><u>Family engagement:</u></p> <p>At Reach Schools, we are passionate about building relationships with families as we believe this is pivotal in the pursuit of our vision. We have therefore invested heavily in our relationships with families with a home visit completed for every child, an introductory picnic and a family talk on reading. Alongside this, we have a focus on inviting families in to support home learning, from understanding phonics in Reception to supporting pupils with their retrieval practice and independent reading in Year 7.</p> <p>Already, it is clear that family engagement is not as strong with PP families at these events. For example, 83% of all families attending our reading talk but only 74% of disadvantaged families attended. We know that for our PP pupils to achieve, consistent communication and engagement from their families will be essential.</p>
4	<p><u>Vulnerabilities and Safeguarding:</u></p> <p>Our multidisciplinary early intervention team and processes across Reach Schools have identified an increase in the number of vulnerabilities our</p>

	disadvantaged students are experiencing. Resulting in an increased number of children and families presenting with social and emotional issues. We know that parental mental health can also be a factor that impacts children greatly. With the cost of living crisis and the data around mental health demonstrating an increase in those struggling, we want to make sure that we are supporting families effectively, knowing that by doing this we will be better able to support their children.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.
The attainment gap does not increase, and in most cases, begins to close by the end of Key Stage Three.	100% of disadvantaged students meet their end of year aspirational target.
Students will have access to an outstanding enrichment offer.	All disadvantaged students will participate in at least one extra curricular enrichment club.
Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.	The percentage of disadvantaged students who incur demerits and further sanctions are inline with the whole cohort.

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: £29,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD Programme focused on practice and developing teacher habits. The CPD programme is</i>	A large body of academic evidence has made it clear that the biggest factor determining the outcomes for disadvantaged students is the quality of teaching. Therefore, it suggests that	1, 2

<p><i>underpinned by the latest research and evidence. We will review our provision every academic year to ensure that our CPD offer is inline with what research says will close the attainment gap.</i></p> <p><i>CPD will be run weekly for staff across the school. CPD will focus on whole school strategies as identified in our Teaching and Learning Handbook.</i></p>	<p>CPD for teachers should be where Senior Leaders and schools invest a majority of their time and money.</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change_-_Harry_Fletcher-Wood_1.pdf</p> <p>https://www.crownhouse.co.uk/the-cpd-curriculum</p> <p>https://dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Spectator%20talk.doc</p>	
<p><i>Teacher retention is high through centralised school systems, reductions and a feedback policy that allows departments to decide how to best move pupils forward in their respective subjects.</i></p> <p><i>All subject leads have centralised resources, adapted from Reach Academy Feltham, to support their planning, and thus enhance the quality of their teaching.</i></p> <p><i>In our first three years as a new school, it is important non-subject specialists are supported through high quality resourcing. We have therefore produced printed booklets for use by pupils in lessons and at home, as well as supplemented by high quality textbook series to support non-subject specialists.</i></p> <p><i>Subject-leads individual feedback is supported by the creation of</i></p>	<p>The Department for Education has produced the School workload reduction toolkit and this has guided our overarching strategic principles in the school.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4</p>

<p><i>'whole-school feedback principles' document.</i></p>		
<p><i>Coaching of teachers to ensure that the quality of teaching and learning remains outstanding.</i></p> <p><i>2025-26: We aim for 90% of teachers to receive individual coaching sessions weekly, concentrating on individual goals.</i></p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas.</p> <p>https://samsims.education/2019/02/19/247/</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/#:~:text=Instructional%20coaching%20of%20teachers%20seeks.bite%2D-sized%20steps%20for%20improvement.</p>	<p>1</p>
<p><i>Data analysis to have a specific focus on the progress of disadvantaged students.</i></p> <p><i>Meetings in Secondary will have a specific focus on the progress of disadvantaged students from their starting points, using our model of reflection (Outcomes → Causes → Solutions).</i></p> <p><i>Each year group in the school will also have key pupils for all teachers to focus on within lessons and outside lessons.</i></p>	<p>Pupil Progress Meetings (PPMs) will focus on the progress of disadvantaged students.</p> <p>https://www.amazon.co.uk/Updated-Practical-Guide-Pupil-Premium/dp/1909717630</p>	<p>1,2</p>
<p><i>Oracy</i></p> <p><i>One of our three School Development Priorities is to build pupil confidence in spoken language in every interaction. CPD delivered to staff and</i></p>	<p>Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with the core Reach vision of preparing students for lives of</p>	<p>2</p>

<p><i>whole-school pedagogies such as 'Turn and Talk' used to ensure the teaching of oracy runs across all lessons.</i></p> <p><i>We have structured the school day to give additional time for the teaching of oracy. This includes 'morning meets' on Wednesdays, Thursdays and Fridays and family dining with a topic of discussion daily. Both these events give opportunities for public speaking and paired talk with teacher instruction and timely feedback.</i></p>	<p>choice and opportunity. This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy, therefore, must be treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p><i>Data reviews after each summative assessment to lean more on the content of the curriculum rather than surface level conversations purely on the data.</i></p> <p><i>In our first three years as a new school, it is important non-subject specialists are supported through high quality resourcing.</i></p>	<p>At Reach Academy, we believe that all children should enjoy lives of choice and opportunity. This means equipping them with the knowledge, skills, attitudes, behaviours and experiences that will both enrich their current lives and prepare them for the next stage of life. At the centre of this mission is the curriculum, which sets out exactly what, as a school, we promise to pass onto our pupils.</p> <p>We are always reviewing and adapting our curriculum to ensure that it's best serving the needs of our students. At Reach Academy, we consider the curriculum a process and not an event. It is an ongoing conversation, under constant debate, review and improvement. Curriculum is the conversation of humankind, and we invite our pupils, our families and everyone else to join it.</p> <p>https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/</p>	1,2

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

Budgeted cost: £5,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Supporting Independent Study</i></p> <p><i>In Primary, we think really carefully about the homework that children take home. Every day children go home with reading homework and we ask parents to sign these records. We know that the regularity and accountability supports rapid progress and the development of fluency. We also send home parent readers, which is a selection of story books that are read to the children. This not only builds habits around sharing stories every night, even before the children can read, but also ensures that all children have access to high quality texts.</i></p> <p><i>In Secondary, we have designed our school day to support pupils with their independent study. For example, we have a free breakfast club lasting 40 minutes where pupils can access support for their homework and particularly preparing for quizzes and assessments. We have a 'soft start' where pupils can arrive from 8.35am and have 15 minutes with their tutor before school starts. At the end of each day, we have 15 minutes of 'Focus' where pupils are given time to ask for help with their homework, are supported to plan when they will complete their homework and organise their 'Focus Folders' with where to put their homework.</i></p>	<p>Research conducted by the EEF and Daniel Willingham have shown that completing homework is one of the ways in which students can access the curriculum and commit knowledge to long-term memory. In addition, it is a scholarly habit which supports students in successful exam results in Y11 and post-16.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,4</p>
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<p><i>Any Year 7 pupils struggling with their homework are invited to Homework Catch-Up (HWCU) where they have individual supported from their subject teacher so they do not fall behind.</i></p> <p><i>All homework apart from Maths Sparx will now be based on paper. This will prevent there being a technology gap between pupil premium and non pupil premium pupils.</i></p>		
<p><i>Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting.</i></p>	<p>The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile and staff can look at student's starting point and therefore not assume that disadvantaged students have low prior attainment.</p> <p>https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&psc=1</p>	1
<p><i>We are curating a library with the support of donors, volunteers and families.</i></p> <p><i>We have designed a reading programme where all pupils are supported to read three different texts at once: a fiction book they read as a class, a non-fiction text, and then one text of their choice.</i></p> <p><i>Currently struggling Year 7 readers are supported by three types of interventions: one through our purchase of Reading Solutions, our</i></p>	<p>We want to support pupils to identify books they like and to access new genres to extend their horizons. Pupils who enjoy reading, read more and develop greater proficiency. A curated library is key to this.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	1

<i>after-school reading club and phonics intervention.</i>		
<i>A series of talks for parents around common issues such as sleep and diet alongside workshops with academic foci such as phonics and reading.</i>	We want to ensure that we both engage and support our parents to have the knowledge and skills to support their child at home and to participate in conversations about their education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
<i>Introduction of Fresh Start Phonics</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £5,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Health and Wellbeing Clubs and extracurricular subsidy for pupil premium children, including a wider range of clubs on offer at lunchtime for pupils who can't stay behind after-school.</i>	COVID has impacted pupil fitness, impacting their health and wellbeing in turn. By improving their access to enrichment opportunities, particularly those related to sport, we aim to address this. We have an outstanding enrichment offer using a range of internal and external staff/organisations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
<i>Family engagement</i> <i>We have completed 320 home visits for all our pupils in Reception, Year 1, Year 7 and Year 8. We also ran a week long 'summer school' for Year 7 to ensure an effective transition into Key Stage Three and their new secondary school. During our home visits we lay the groundwork for effective</i>	As cited above, there is evidence to support the impact of home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Since the pandemic, attendance has been a major focus of the national education debate. Our preemptive approach to family engagement is supported by the DfE's published guidance on attendance.	

<p><i>home learning (for example identifying a silent study space for each pupil), attendance and engagement with extra-curricular activities (particularly the end of year residential).</i></p> <p><i>We have also completed 90 home visits for the Reception children. Additionally, all parents had a parents meeting at the end of the first half term to ensure that we were updating them about how children had settled in. A recent phonics workshop was also attended by 85% of parents.</i></p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p><i>Residential trips subsidy for pupil premium children (board and lodging)</i></p>	<p>The importance of resilience in supporting children to address health inequalities is demonstrated in this report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residentials are vital in building young people's independence and in turn their resilience.</p>	4
<p><i>Embedding principles of good practice set out in DFE's Improving School Attendance advice.</i></p> <p><i>The work of the Attendance Officer will be integrated into the whole school with work with a clear tiered approach being introduced to improve the attendance of our disadvantaged students.</i></p>	<p>The first part of this document sets out the principles underpinning an effective whole school strategy for attendance.</p> <p>The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1,2,3,4
<p><i>The development of a character curriculum.</i></p>	<p>Tom Bennett has shown that behaviour needs to be 'taught rather than told.' We</p>	1,3

	<p>have a whole school focus, running across primary and secondary on teaching students effective learning habits. This is particularly clear through his published research of 'Creating a Culture: how school leaders can optimise behaviour' (2017).</p> <p>https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</p> <p>https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/1913622142</p>	
<i>Family dining</i>	<p>Family Lunch is the beating heart of Reach Academy. It is where children are taught the soft skills of conversation, good table manners and kindness. All of our students are provided with a wholesome healthy and not only clean up after themselves, they clean up after each other. Children demonstrate kindness and a sense of personal and collective responsibility.</p>	3,4

Total budgeted cost: £41,780

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 2024 to 2025 academic year.

Our initial assessments of the 2024/25 academic year demonstrate that our disadvantaged pupils have continued to make progress ahead of national expectations, but also demonstrated an improvement from the previous year. This is promising to see as we move towards the end of this strategy.

The data across Year 7 through our internal examinations states that in December 2024 the average assessment grade across all subjects for PP children was working towards standard. By June 2025 it was the expected standard.

The progress of pupil premium is at or above the attainment levels of non-disadvantaged pupils as per the measures used by the DfE when looking at the national progress/attainment of pupil premium pupils.

- *In Reception, 70% of pupil premium children made the GLD in comparison to 86% of non pupil premium.*

This data demonstrates that our Pupil Premium children perform better than the national average for GLD which is 68.3%.

Pupils have benefited from outstanding teaching and the development of a highly effective CPD programme has seen an improvement in the data. This has been supported by continued form reading and a greater investment in the school's libraries which has positively impacted pupils' views of themselves as readers. We have introduced more teaching time to the quality of reading in a range of subjects.

A greater number of pupil premium children have had access to clubs after school as well as the Enrichment opportunities that are built into the school timetable. They have been able to access a real breadth of opportunities from sport to art and computing. The secondary clubs programme covers netball, football, debating, two maths clubs, drama, history and politics, science and board games. Every child across the school attends at least one club including all PP children.

Intended outcome	Success criteria	Current Progress towards goals
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.	At baseline, no pupil premium children were on track in all areas.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.	80% are currently on track in literacy from the GLD
The attainment gap does not increase, and in most cases, begins to close during Key Stage 3.	90% of disadvantaged students meet their end of year aspirational target.	Children's aspirational targets are currently being set after analysis of the first assessment data, however, the average grade of PP children is now the expected standard.
Students will have access to an outstanding enrichment offer.	All disadvantaged students will participate in at least one extra curricular enrichment club.	All disadvantaged students participate in at least one extra curricular enrichment club.
Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.	The % of disadvantaged students who incur demerits and further sanctions are inline with the whole cohort.	At the end of the academic year 2024-2025, pupil premium children received 9 merits for every 1 demerit. For non pupil premium pupils this figure was 10:1.