# Pupil premium strategy statement – Priory Lincoln Academy

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

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| Detail | Data |
| Number of pupils in school | 979 (866 minus sixth form) |
| Proportion (%) of pupil premium eligible pupils | 30% |
| 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)** | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Mr M Whitaker |
| Pupil premium lead | C. Duggan |
| Governor / Trustee lead | S. Hobson |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £284,625 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £75,900 |
| 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* | £370,910 (includes £10,385 Service Premium) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| To achieve the Priory Trust’s mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.  The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.  The following structural principles apply to the use of additional funding in all Priory Academies:   * Effective senior leadership and governance; * Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage; * The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils; * The strategy is integral to the whole-academy plans for education recovery.   Lincoln Academy’s approach sits squarely within the Trust’s principles. Quality first teaching is at the heart of our work. We aim improve the life chances of our pupils so they become true citizens of the world, who are well placed to pursue a life of their own choosing. As such, we are committed to ensuring that Pupil Premium Funding is utilised to bring about positive academic outcomes, enhanced learning experiences and raising the bar for student destinations to allow them to thrive and achieve at the highest level.  Our quality first teaching agenda prioritises quality continuous professional development that ensures all staff are fully aware of the needs of all students, including their Pupil Premium students, and that an effective teacher is in front of every class, and that every teacher is supported to keep improving. Our Maximising Learning Programme prioritises Metacognition, Language for Learning, Assessment and Behaviour. The programme is delivered using the curation of evidenced based methods for improving teaching.  Our curriculum offer provides a coherent knowledge base that is appropriately powerful, clearly constructed and thoughtfully sequenced, in order to allow students to achieve and become increasingly creative. Teachers assess knowledge, understanding and skills in an intelligent, supportive and proportionate manner, addressing aspects of the taught curriculum where progress has not been as rapid as usual, especially in relation to accessing the taught curriculum though language for learning and numeracy.  Targeted academic support prioritises reading, writing and mathematics through small group and one to one tuition. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the effect of school closures during Covid19, including non-disadvantaged pupils. The academy utilises the school led tutoring and National Tutoring Programme funding effectively to deliver school-led tuition at KS3 and 4 in maths and English, rooted in diagnostic assessment of learning gaps and needs. Reading and language skills are particularly prominent at KS3, recognising that proficiency in literacy is integral to the access of the wider curriculum through our disciplinary literacy approach which is driven by instructional coaching.  The strong foundations of pastoral care at the Academy mean that well-being can be prioritised for our students. Extensive extra-curricular provision for students experiencing disadvantage provides opportunities which would otherwise not be available and encourage success through our Lincoln Passport. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The Academy recognises that significant focus is needed to ensure that Teaching and Learning meet the needs of all learners, particularly our most disadvantaged. |
| 2 | Our internal baseline assessments and teacher diagnostic testing indicates that pupil premium students have more significant barriers to reading than their peers. The October 2023 NGRT (National Group Reading Test) identified that the average standardised score of pupil premium students in year 7 was 97 vs their peers at 100.9. However, key barriers are apparent in year 8 and 9 where the average standardised scores of pupil premium students are 95 vs their peers at 99.3 and 96.9 respectively. |
| 3 | The English attainment of disadvantaged pupils is generally lower than that of their peers. A gap of -0.51 remains between disadvantaged students and their peers was evident in the 2023 summer exams. However, this is a reduction on the previous year. Teacher diagnostic assessments suggest that many pupil premium students particularly struggle with extended responses in English language but this is seen in other curriculum areas with a similar emphasis on extended writing. This challenge is therefore very closely linked to number one, ensuring high quality first teaching across the curriculum. |
| 4 | The maths attainment of disadvantaged pupils is generally lower than that of their peers.Teacher diagnostic assessments suggest that many pupil premium pupils particularly struggle with reasoning and problem solving , as well as aspects of shape. A gap of -0.39 was evident in the 2023 summer exams. |
| 5 | Our observation and data indicates that PP students are experiencing more significant social and emotional issues which impact on their ability to manage their behaviour. Internal data suggests than on average PP students account for just under 50% of all incidents. the academic year 2022-2023, there was an average of 1 incident per non PP student v an average of 2.2 incidents per PP student. |
| 6 | Data analysis from 2022-23 showed that over the year PP students’ attendance varied from 3% to 10% behind their non PP peers on a weekly basis.  On average over the year this was 6.4% lower.PA for PP students was, on average, 12% higher than the academy PA percentage.45% of PP were persistently absent compared with an academy percentage of 33% of students being PA. |
| 7 | The RONI index indicates that pupil premium students are more at risk of NEET than their peers. Aspiration analysis demonstrates disadvantaged students are less clear on their KS5 next steps and future aspirations. |

## 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.

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| Intended outcome | Success criteria |
| *Improved attainment among disadvantaged pupils across the curriculum at the end of KS4* | QA cycles of QFT across the curriculum indicate that the gap is continuing to close between pupil premium students and their peers.  Internal assessment in maths and English shows that PP students are making progress against their age-related expectations and are on track to secure end-point attainment more in line with their non-disadvantaged peers. |
| *Improved reading ages among disadvantaged pupils across KS3.* | Reading ages for all students, especially those experiencing disadvantage improve towards at least their chronological age.  Teachers should also have recognised this improvement through engagement in lessons and work samples. |
| *Improved self-regulatory skills among disadvantaged pupils across all subjects.* | Progress checks, effort reports, and learning walks suggest disadvantaged pupils are more able to monitor and regulate their own learning. |
| *To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged* | Sustained high levels of wellbeing from 2023/24 demonstrated by:  Qualitative data from student voice, student and parent surveys and teacher observations.  A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.  All students to respond positively to digital questionnaires, demonstrating no digital divide. |
| *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.* | Sustained high attendance from 2023/24 demonstrated by:  The overall absence rate for all to be in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. |
| *To achieve sustained education, employment and training for pupil premium students.* | No students identified as NEET by 2024. |

## 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: :£190,998

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued CPD, with effective coaching cycles, to ensure there is high quality teaching for all : A robust and clear ADP focus on quality T & L rooted in expectation and engagement.  High quality CPD to be informed by the 4 dimensions of The Great Teaching Toolkit: Evidence Review. | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. [(EEF) supporting metacognition in students](ps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) provides +7 months of progress (EEF toolkit). Slater, Daview and Burgess (2012) study found students can make 18 months of progress in the classes of the most effective teachers (compared to 6 months in the weakest). [The Sutton Trust report (2011](https://www.suttontrust.com/our-research/improving-impact-teachers-pupil-achievement-uk-interim-findings/)) highlights that effective teacher instruction has a disproportionally positive impact on the outcomes of children from the most disadvantaged backgrounds.  High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.[(Education Policy Institute, 2020).](https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/)  [Great Teaching Toolkit](https://www.greatteaching.com/)  [Priory Federation of Academies Teaching Framework](https://pfoa.sharepoint.com/maximising/Frameworks/Forms/AllItems.aspx?id=%2Fmaximising%2FFrameworks%2FFrameworks%2023%2D24%2FTeaching%20Framework%20%2D%20draft%2Epdf&viewid=1cfd7eee%2Db362%2D4c58%2Db132%2D78c14d22ba62&parent=%2Fmaximising%2FFrameworks%2FFrameworks%2023%2D24) | 1,2,3,4,5,6,7 |
| Teaching staff engage in the Trust Maximising Effectiveness Professional Development Programme  The implementation of the Federation wide approach of Language For Learning will develop students’ skills in reading, speaking and writing across all subjects and support qft  • To focus on developing literacy skills in all students one of the 3 main strands of CPD across the Trust is based on language for learning.  • To support reading engagement and exposure to quality texts, there will also be a focus on reading in form time and in English lessons from a selected list of books to ensure students are accessing high quality literature. | Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational [frameworks](https://pfoa.sharepoint.com/maximising/Frameworks/Forms/AllItems.aspx) to enable effective implementation.  Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 1,2,3,4,5,6,7 |
| Embed effective diagnostic assessment and reporting to inform QFT : effective assessment tasks for the diagnosis and identification of pupils for intervention; clear and robust sequence of assessments; and effective use of feedback.  This will be underpinned by greater clarity in reporting to parents to support collaborative working | Feedback provides +6 months of impact [(EEF toolkit)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) - Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback – formative assessments is part of our assessment model and integrated within the planning of many subjects. | 1,2,3,4 |
| The strengthening of the SEND leadership team through the appointment of SEND Curriculum Lead will ensure that QFT is adaptive and responsive to the needs of our most vulnerable students. | We recognise the need to consider this vulnerable group as a key factor in our disadvantaged strategy. Special Educational Needs in Mainstream  [Schools | EEF (educationendowmentfoundation.org.)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1,2,3,4 |

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

Budgeted cost: £85,229

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on English at KS4 | 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: (School led tutoring fund)  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,3 |
| Improve literacy and reading amongst ks3 students to enhance their access to wider curriculum through continuing to develop and embed research informed practice for reading intervention | Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and ‘catch-up’.  [Read Write Inc. Phonics and Fresh Start | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start)  [Why focus on reading fluency? | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency)  Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) | 2 |
| Strengthen the SEND leadership to enable targeted support of the most vulnerable pupils (SEND / disadvantaged).  Align PSA support and CPD with best practice in QFT. | We recognise the need to consider this vulnerable group as a key factor in our disadvantaged strategy. Special Educational Needs in Mainstream  [Schools | EEF (educationendowmentfoundation.org.)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1,2,3,4 |

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

Budgeted cost: £94,691

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure that PP student achievement is reflected as part of the Priory Passport | There is research evidence on the benefits of enrichment. (Gorard et al., 2017) Arts and Sports participation has also been found to have impact on attainment, often by acting as incentive. Outdoor adventure learning has +4 months impact – often linked to confidence and development of social and emotional skills through collaborative learning experiences  (Jean Gross *Reaching the Unseen Children – (EEF toolkit))*. | 1,5,7 |
| Extend school time to enable further promotion of Global Citizenship, SMSC and tutor time | [(EEF) research](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) states that extending the school day can have a positive impact on academic outcomes in other areas of the curriculum of +3 months | 5,6,7 |
| Prioritise pupil premium students as part of the whole-academy attendance procedures | [[](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)[Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)  In line with government guidance, ‘Working Together to Improve School Attendance’ the Academy has developed a culture that promotes the benefits of good attendance. The strategy centres around working with families to *expect* high levels of attendance, *monitor* patterns, *listen* and understand barriers, *facilitate* and support to remove these barriers, *formalise* support where absence persists and enforce, through statutory intervention, when all other avenues have been exhausted. | 6 |
| Adopt a social, emotional learning curriculum combined meaningfully with an academic curriculum.  Engage with Needs Bright Solutions for a holistic approach to support student regulation and behaviour | Taylor et al 2017 – metastudy: Engagement in SEL led to academic performance by an average of 13 percentile points than those not exposed to SEL curriculum | 5,6,7 |
| Increase provision from external mentoring and counselling services (Energize Mentoring, Nurture Garden Counselling). This is part of a tiered approach to support emotional and social wellbeing – universal support and education for all students, targeted internal support and more specialist external support. | Our designated mental health lead and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people’s mental health.  [Quick read: Transforming children and young people's mental health provision - GOV.UK](https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision) ([www.gov.uk](http://www.gov.uk)) | 5,6,7 |
| To work with Trust partners to deliver a robust programme of careers that prioritised disadvantaged students | The EEF review trawled 20 years of research on improving young people’s educational, economic and social outcomes. It focused on studies of the highest quality within OECD countries, looking at interventions such as mentoring, work experience, information advice and guidance, and work-related learning. Impact linked here [SYM873648\_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf?v=1668026721)  [Good Career Guidance | Education | Gatsby](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance) | 7 |

**Total budgeted cost: £** *370,918*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Although the progress of disadvantaged students returned to pre pandemic levels in 2023 outcomes overall remain a concern. The gap in students who achieved grade 4 and 5 in English and Maths widened for disadvantaged students, as did the progress made when compared to their non disadvantaged peers. As a result there will be a focus on the disadvantaged students getting GCSE En and Ma at grade 4 and 5 to include :  *SLT lead for Year 11 in place*  *Additional staffing to support the cohort pastorally*  *Additional staffing in Maths.*  *Needs Bright Solutions to support emotional regulation for key students*  In the academic year 2022-2023, the academy further refined their approach to reading with a specific emphasis on more accurate diagnosis and testing with the introduction of NGRT tests and an additional fluency pathway. NGRT testing identified that the most significant area of need is in year 8 and 9, with average standardised scores of 95. Students in year 7 have a higher score on entry, however, key to the strategy is maintaining a love for reading whilst simultaneously supporting weaker readers in rapid intervention programmes. In 23-24 the Academy will further aligned its reading intervention strategies through the implementation of Herts for Learning fluency intervention. Further investment into the delivery of a systematic, synthetic phonics programme has included additional staff, staff CPD and an investment in coaching by primary trained colleagues. Similarly, we continue to invest significantly in the library and our reading champion to continue to develop Reading for Pleasure so that reading continues beyond the intervention and the classroom.  The impact of Covid continued to be evident in the 22-23 academic year and attendance is yet to return to pre-pandemic levels, particularly for dis students. Anxiety and mental health related absence continue to be an area of focus. The Academy Mental Well -Being Lead is working closely with the safeguarding and attendance team to ensure a holistic approach to support these students. Sporadic absences contribute over time to low attendance levels and unauthorised absence. Processes are now in place which will allow key stakeholders to build relationships which in turns allows a clear insight into the reasons for absence. PA declined by 10% for disadvantaged students between 21-22 and 22-23 as a result of rigorous tracking and monitoring of absences and a tenacious approach to attendance panels. A key focus for 23-24 will be the building of relationships with parents and the implementation of co-constructed attendance plans.  The 2023 Ofsted report emphasised the excellent personal development provision, particularly that of careers. However, a greater emphasis on the wider engagement of pupil premium students is key to the 2023-2024 strategy. All pupil premium students in year 11 have had the opportunity to access to a work experience visit and comprehensive careers programme in year 10 in order to raise aspirations. Any students at risk of NEET have been identified and disadvantaged students are prioritised for careers advice and additional support. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *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** |
| Bespoke support identified by Heads of Year, according to need rather than label. |
| **The impact of that spending on service pupil premium eligible pupils** |
| All service students satisfactorily accessed appropriate post-16 destinations. |

# Further information (optional)

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| **Priory Trust**  The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.  The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies. |