

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	The Priory City of Lincoln Academy
Pupils in school	926
Proportion of disadvantaged pupils	284 (30.7%)
Pupil premium allocation this academic year	£315,250 Pupil Premium Deprivation £240,660 Pupil Premium Service £ 11,470 COVID Catch up Funding £ 63,120
Academic year or years covered by statement	2020/2021 – 2022/2023
Publish date	October 2020
Review date	October 2021
Statement authorised by	Richard Trow
Pupil premium lead	Christine Hickin
Governor lead	Sara Hobson

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.43
Ebacc entry	9.76
Attainment 8	39.15
% Grade 5+ in English and maths	15%

All data is internal due to the cancellation of exams.

Disadvantaged pupil barriers to success

Barrier 1	Low literacy levels on entry impairs access to the wider curriculum.
Barrier 2	Attendance of PP compared to Non PP inhibits students' progress, especially at KS4.
Barrier 3	Limited capacity for self-regulation hinders engagement with learning.

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve national average for progress for all pupils.	September 2022
Attainment 8	Achieve national average for attainment for all pupils	September 2022
Percentage of Grade 5+ in English and maths	Achieve average national average for English and maths 5+.	September 2022
EBACC entry	Improve strength of EBACC achievements and take up; to at least close internal gap between Non –PP/PP and aim, as an Academy, to meet all pupils within the academy.	September 2022
Improved attitudes to learning	Increased number of students accessing enrichment, Period 6, revision sessions. Increased attendance to within 1% of national average. Improved attitude to and engagement with Language for learning, especially reading for pleasure. Students engage positively with the Lincoln Baccalaureate.	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Secure commitment from all departments to engage in LFL priorities and Maximising learning. Embed Knowledge, Modelling, Practice Feedback model
Priority 2	Develop quality feedback and use of cognitive strategies to support student learning. Embed retrieval practice and use of metacognition strategies to support student learning.
Priority 3	Retrieval practice is routine in all classrooms. Develop blended/remote learning and staff CPD for online platforms.
Barriers to learning these priorities address	1,3
Projected spending	£143,910

Targeted academic support for current academic year

Measure	Activity
Priority 1	Identified students who require LFL support have dedicated time for interventions across KS3. Intervention in place for low attaining disadvantaged pupils in KS4. Develop Direct Instruction programme and a new writing programme.
Priority 2	Trained staff in English and Maths available for small-group teaching. Academic mentors to add extra capacity.
Priority 3	PSAs are effective in all classrooms (and outside due to current climate) supporting students and teachers in both pedagogy and behavioural practice in a warm-strict environment.
Barriers to learning these priorities address	1, 3
Projected spending	£83,763

Wider strategies for current academic year

Measure	Activity
Priority 1	Data analysis (attendance and behaviour) and subsequent bespoke provision to support students to develop self-management strategies.
Priority 2	Parental engagement increases overall pupil attendance, attendance at parents' evenings and pupils' subscription to enrichment. Identify students who require extra support with SEMH and signpost agencies for support.
Priority 3	Students of all groups engage well and succeed in achieving at least the Bronze Lincoln Baccalaureate award.
Barriers to learning these priorities address	2,3
Projected spending	£48,398

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and remote CPD opportunities. Small teaching and learning groups to with whole staff feedback. Increased departmental time.
Targeted support	<p>Ensuring positive and consistent delivery of Direct Instruction.</p> <p>Engaging the students who need small group work outside of the classroom.</p> <p>Providing department time for SSAs to attend and collaborate. Ensuring progression of all areas of the curriculum are available to all students.</p> <p>Cost benefit impact of bespoke curriculum.</p>	<p>Assistant Head delivering lessons and communicating with the team regularly. LFL coordinator monitoring progress of students in DI and English classrooms. LFL team working closely with HOD to ensure access to all areas of the curriculum are available to them. Maths lead working closely with SSA to support PP students. SSAs attached to departments, have accountability for the support within a lesson. Enrichment opportunities at KS3 and 4. Curriculum opportunities at KS4. Staff timetabled for direct instruction are well trained and deliver consistently. Involve pupils in the understanding and rationale behind the intervention put in place.</p>
Wider strategies	<p>Ensuring that all students have the ability to succeed in the warm-strict rationale.</p> <p>Engaging parents to support the Academy in all areas of education.</p> <p>Capacity available for students who require extra support with SEMH and signpost agencies for support.</p>	<p>Developing a pastoral system that support PP and SPP students with the Assistant Head leads of behaviour, attendance and groups in collaboration with HOY, PMs and SENCO. Build in to PM/ administration roles parent evening communications and analysis. Develop an engaging, challenging, aspirational rewards system that encourages students to be global citizens. Develop a robust identification programme and a process of phased out SEMH support when appropriate. Utilise ELSA colleagues in the academy. Weekly analysis of attendance allows for targeted support and contact to improve attendance.</p>