# Pupil Premium Strategy Statement – Lincoln Academy

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Priory Lincoln Academy |
| Number of pupils in school | 943 |
| Proportion (%) of pupil premium eligible pupils | 280 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | R Trow |
| 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 | £289,980 + £47,142 |
| Recovery premium funding allocation this academic year | £78.384 |
| 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 | £415,506 |

# 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 ‘Walkthrus’ professional development resource which is an instructional coaching 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.  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 | Teacher diagnostic assessments show that on entry PP students have an average standardised reading score (GL) of 92 (74% of PP students below average) vs non PP students with an average score of 97 (below average % of non PP 55%). Post Covid return, KS4 assessment show PP students are slightly behind age related expectations vs non PP students with, on average, a difference of half a grade. As reading underpins all curriculum areas, this is a key challenge for the academy. |
| 2 | The English attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that many pupil premium students particularly struggle with extended responses in English language. |
| 3 | 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 |
| 4 | 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 |
| 5 | Our assessments, tracking and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. |
| 6 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4 - 5% lower than for non-disadvantaged pupils.  39 - 45% of disadvantaged pupils have been ‘persistently absent’ compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 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 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 book scrutiny. This should be mirrored in progress check effort scores. |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. |  | By the end of our current plan in 2022/23, disadvantaged pupils entering the English Baccalaureate (EBacc) to be in line with peers. In the last 3years PP entry ~~to this~~ has grown by over 10%.  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 metacognitive and 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. |

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £173,450

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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 : clear explanations and scaffolding; cognitive and metacognitive strategies. |  | 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/) | 1,2,3,4 |
| Teaching staff engage in the Trust Maximising Effectiveness Professional Development Programme |  | 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. | 1,2,3,4 |
| Embed effective diagnostic assessment : effective assessment tasks for the diagnosis and identification of pupils for intervention; clear and robust sequence of assessments; and effective use of feedback. |  | 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 |
| We will continue to support remote learning: Prioritising the quality of teaching as more important than methodology; and removing the barriers to digital access. |  | [Sutton Trust research](https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/) states that around 1.8m children in the UK did not have access to a laptop, desktop computer or tablet at the start of the pandemic. The lack of access to electronic devices to help children participate in remote lessons and complete homework threatens to undo a decade’s worth of social mobility. | 5 |
| Embed Trust Reading for Meaning/Fluency structure across the curriculum as part of the Focus on Fluency EEF pilot. |  | [EEF reviews](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) indicate that reading comprehension strategies have high impact on student progress (+6 months)  Reading for Fluency is based on Tim Rasinski’s ‘Mega Book of Fluency’ referenced in EEF guidance. [EEF blog: Shining a spotlight on reading fluency | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency) | 1,2 |

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

Budgeted cost: £106,984

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| Activity |  | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging 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 maths and English as 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/) | 1,2 |
| To improve literacy amongst ks3 students to improve access to wider curriculum through continuing to develop and embed Read, Write, Inc. Direct Instruction, and reading mentors for all identified students. |  | [DI Programme Analysis](https://around.uoregon.edu/content/all-students-can-succeed-half-century-research-effectiveness-direct-instruction) by academics at the University of Oregaon, US, found that students who were taught using DI methods performed better in reading and spelling than those who were not.  [Research by the NIDI](https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file) demonstrates that Once programs have been developed additional tests of their efficacy consistently indicate that students using DI have higher achievement than those using other programs.  Peer tutoring for reading support ( [+5 months EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring))) | 1 |

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

Budgeted cost: £134,878

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| Activity |  | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure PP student achievement 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))*. | 4 |
| To 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 | 4 |
| To 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 culturethat 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. | 5 |
| To adopt a social, emotional learning curriculum combined meaningfully with an academic curriculum. |  | 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 | 4,7 |
| To develop a strategy for communicating more effectively with parents: and planning communications to encourage positive school contact. |  | [EEF research](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) concludes +4 months progress | 1,2,3,4,5,6,7 |
| Further develop a culture of warmth through significant investment in solution focused coaching to develop the self-regulation of our learners. |  | [Solution-focused approaches | Dr. Alasdair Macdonald MB ChB, FRCPsych, DPM, DCH. (solutionsdoc.co.uk)](https://solutionsdoc.co.uk/) | 4,5, 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: £ 415312**

# 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 2020 to 2021 academic year.

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| Outcomes of students in the academic year 2021-22 demonstrates the gap is closing between disadvantaged students and their peers. There has been significant improvement in the achievement of Maths at GCSE (with the gap closing to 0.3 between PP students and their peers); the gaps between PP and non PP, are lower than national average. The number of disadvantaged students achieving 4 and 5 GCSEs including English and maths increased in 2022 vs 2021.  Without the investment in both school led and the National Tutoring programme, we would have seen the gap widen and so are pursuing further investment in the tutoring programme.  The progress of disadvantaged students continues to reflect the Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, supported by extensive CPD to upskill staff and prevent a digital divide, such as those provided by Oak National Academy. Similarly, actions were put in place to mitigate the potential impact of a lack of digital access for PP students. All students identified as having no laptop now have access to one provided by the Academy and the focus on maintaining the access to home learning continues. As an academy, we utilised the school led tutoring funding to target underachievement in maths and English. Impact of this varied, and therefore for the academic year 2022-23, we have refined our approach so that support is provided within the academy day. Similarly, we have identified that time out of the classroom has also significantly impacted the reading abilities of our students, and have therefore worked to accurately diagnose the barriers to reading and implement a structured programme of support to support learners to access the broad and rich curriculum offered.  67% of PP students in year 7, 77% in year 8 improved their reading age above expected rate as a result of interventions including Direct Instruction. Furthermore, the academy has developed clear pathways of research informed reading support linked to clear diagnostic assessment to ensure that intervention is closely matched to need.  Although overall attendance in 2020/21 was lower than in the preceding 2 years at 90.23%, it was higher than the FFT average. The impact of Covid continued to be evident in the 2021/22 academic year. Anxiety and mental health related absence was more prevalent amongst disadvantaged students than their peer and attendance continues to be a key feature of the strategy with the implementation of a new procedure that prioritises pupil premium students as part of the whole-academy attendance procedures and is already having a significant impact on pupil premium persistent absence. The continued impact of Covid continues to be particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Direct Instruction | NIFDY |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Bespoke support identified by Heads of Year, according to need rather than label. |
| What was 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. |