

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Personalised teaching. Learning provision will be to a high standard with the focus on the Pupil Premium students in the classroom using the Maximising Learning and Making the Difference strategies. Through Head of Department quality assurance (QA) processes, department meetings and whole-academy QA the level of personalisation will be measured.</p>	<p>Using software program Classcharts – ensuring seating plans are used effectively.</p> <p>Embed Making the Difference for pupil premium students in all classrooms.</p> <p>Introduce planning forum audit schemes of work.</p> <p>HOH/mentor/ tutor progress meetings.</p>	<p>Seating planning in most classrooms are deliberate and purposeful. Students have commented on the impact classroom positioning has on their learning.</p> <p>‘Making the difference’ agenda implemented in most areas around the academy. Some staff confidently teach to the pupil premium students in the classroom. Most teachers personalise planning to support progress of pupil premium students. Much planning has taken place in departments in line with the new specifications.</p> <p>Students were tracked through a variety of measures and the focus in this area has improved.</p>	<p>We will continue using seating planning as a strategy to address a more conducive learning environment. Classcharts will continue to be used.</p> <p>Making the difference is in place for both new and established members of staff. The agenda will go on to be part of the staff induction programme, something that was not addressed this year, and reiterated to all staff at all relevant teaching and learning/ staff meetings.</p> <p>Changes of HOH and behaviour systems impacted on the time available for HOH to focus on progress. This will be a focus for the next academic year.</p>	
<p>Language for Learning Embed Language for Learning across the academy in all departments to ensure all students have access to the necessary curriculum though individual intervention will be conducted throughout the academy depending on the need of the student.</p>	<p>Training for relevant staff.</p> <p>Star Reading and Maths tests completed at least four times a year. Data analysed and reported to relevant SLT.</p>	<p>Progress was made in Yr. 7 & 8 last year for all students in the Renaissance Reading Star Reading Programme. Gaps are starting to close. Intervention was put in place for identified students with a good success rate. SEN/ English Intervention lead meet and analyse data four times a year and report to relevant SLT.</p>	<p>Some successful developments here. Language for Learning has been impactful across the academy. Vocabulary is important in every classroom and students are themselves recognising this.</p> <p>Star Maths is no longer being used – Maths department had other means and ways of gaining rich data.</p>	

<p>Vocabulary is evidently important in the classroom.</p>	<p>Handwriting club. Create a literacy subject referral system.</p> <p>HODs lead the department to plan for addressing literacy in and out of the classroom. Persistent irregular KS2 results from a partner school are addressed and data analysed accordingly through the tracking and monitoring systems.</p>	<p>A consultant who visited the academy commented on the turnaround in the presentation of students' work. Work scrutiny have also seen a noticeable improvement. Referral system did develop though it was decided to not implement it due to administrations. Knowledge organisers designed and implemented for most subjects. Practice Makes Permanent booklets support all students. Planning is commented on in the QA Pillar process and fed back to SLT. HOD monitor groups of students and their progress closely.</p>	<p>Star Reading continues to address some GL assessments have been a very useful tool in identifying students who may need support in LFL.</p> <p>A referral system was created but not implemented due to staff and system changes. The role of a staff member completing her NPQML has identified a wider support needed for intervention in the Academy and plans to implement these in September are well underway.</p>	
<p>Emotional barriers There are still a number of barriers disabling our students from accessing areas of academy life. These need to be identified early to enable effective intervention for the student to have a happy and fulfilling life at Lincoln.</p>	<p>Level of challenge planned for in lessons of pupil premium students for high, middle, low level learners. Departments implement intervention plans for pupil premium students with a clear progression pathway. Inspire to Aspire project engages a core group of pupil premium boys in and outside of the classroom. Subject Champion programme designed and at the early stages of implementation.</p>	<p>Subject Champion plan designed and implemented. The aim is to challenge high ability pupil premium students and expose them to aspirational opportunities (trips to universities, lectures etc.) and give them responsibility within a subject area they show strength or potential in. SLI to integrate with the reward system. SLI to monitor the plan, the students involved and the intended impact.</p> <p>Heads of Department produce minutes from their department meetings that refer to pupil</p>	<p>Subject Champion awards have been distributed. The roles still need defining in departments, and consistency/ equity in the expectations of students' responsibilities.</p> <p>Some departments are strong at keeping regular minutes of meetings and the discussions of PP students though consistency is not yet in place. The completion of pillars, also, don't always state Making the difference explicitly however comment regularly on good teaching practice and areas needed for development which focus on all students, including PP.</p>	

	<p>Students that have responsibility are more likely to attend school and apply themselves in the classroom.</p> <p>Nearly one in ten (9.5%) of children and young people in the UK have a mental disorder: pupil premium students are most at risk of Mental Health issues.</p> <p>Bright but disadvantaged students are considerably less likely to take the subjects most likely to get them into good universities than their more advantaged counterparts, according to Sutton Trust.</p> <p>Some reports state that it isn't the aspirations that are the issue for the young people it's the realisation of the aspirations; being able to achieve the skillset to achieve the desired career. The social and economic barriers can put a pressure on a young person to then apply themselves in the classroom to put them on</p>	<p>premium students and potential classroom strategies for progress. Within the minutes, planning should be recorded and pillars should reflect the focus on challenge for pupil premium students.</p>		
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	the shorter path to their ideal job.			
<p>Attendance and Punctuality Attendance will be at 95% or above by the end of the academic year. Lates are reduced to 1%</p>	<p>Increased and focused weekly tracking of attendance, punctuality and effort of pupil premium students. Attendance officer supplies tracking to relevant staff; WSC, CBR, HOH. Regular communication and feedback between parents and Heads of House.</p>	<p>Students improved attendance to 95% and behaviour figures decrease.</p>	<p>Improvements have been made with the sharing of attendance data sharing relevant parties; HOH, SLT etc. Parental involvement increasing with regards to persistent absences and lates. Implementing a Parent App in September to aid instant communications with parents and address attendance issues more efficiently.</p>	
<p>Social and Cultural barriers Cultural opportunities are offered regularly to Pupil Premium students. The Higher Ability students are offered a more challenging diet where possible. In the classroom the cultural gaps are being addressed (Making the Difference). Outside the classroom cultural and social enrichments are offered and Pupil Premium students are encouraged to partake (Inspire to Aspire). Speaking and Listening strategies will be implemented in the academy.</p>	<p>More opportunities offered for Pupil premium pupils. Provide culturally focussed. Personalised learning deepens and extends cultural gaps. Implement Inspire to Aspire programme focussing on three out of the four main areas; physical, social, emotional and some academic. Enrichment attendance registers monitored. Clear communication lines with parents for non-attenders.</p>	<p>Pupil Premium students are able to contextualise cultural references. Pupil Premium students have a bespoke package to develop their opportunities to be involved in physical, social, cultural and academic project. Subject Champion programme is implemented.</p>	<p>STEM opportunities continued to be offered throughout the Academy. Making the Difference is in place and with regular reminders will continue to be pushed. Inspire to Aspire programme created a few opportunities for students to have exposure to a number of workshops and activities which were received well. The impact of the programme is difficult to measure due to other potentially impactful factors though the students who are in engaged in the longer projects (First Story) and the mentoring have showed more resilience and curiosity in their approach to the academy. More focus next year still needed on the careers aspect but the Inspire to Aspire needs to implement projects that are more regular, more relevant</p>	

<p>Reading for Meaning is implemented in the academy.</p>	<p>Ensure extension enrichment for higher pupil premium students are well populated and attended.</p> <p>First Story is implemented.</p>		<p>and more rewarding and take place over a longer period of time.</p>	
<p>Parental Involvement Parents are informed of all forms of intervention that are offered to students. Positive phone calls/ postcards are sent home regularly to parents. Parents are personally invited to Language for Learning workshops which are hosted by experts. Pupil Premium parents' attendance at Parents' evening will be monitored and extra invitations will be sent out where necessary.</p>	<p>All pupil premium parents are aware of parent's evening through individual communications from Heads of House. Heads of House track and monitor parental engagement at all possible events and understand the potential barriers some parents face to attend. Reading and Math workshops designed for pupil premium parents of both key stages. Parents personally invited, with their child, to a workshop after the academy day to aid the understanding of the curriculum and how to help their child at home. Heads of Departments address pupil premium as a key driver on their agenda. HOD to ensure pupil premium students' parents</p>	<p>In their weekly report, Heads of House will identify the parents of pupil premium students that they have communicated with and why.</p> <p>After each parents evening, attendance of pupil premium parents will be monitored and recorded. A more personal approach in communication will be put in place for the subsequent parents evening to encourage attendance.</p> <p>Enrichment registers analysed- pupil premium students attendance recorded. Barriers identified to encourage students to attend enrichment. HOH to communicate with parents where necessary.</p> <p>All pupil premium students undertaking any form of intervention have a phone call home to parents explaining what is being implemented and why.</p>	<p>Parents are communicated with as a matter of course with regards to parents evening; HOH/ Pastoral Managers through texts or phone calls. Toolkit evenings have been planned for the end of the academic year to Yr6, 9 and 11. The main focus on Language for Learning with the aim of developing relationships and communications between parent/child/ Academy.</p> <p>Clear communications with regards to interventions have been implemented. A referral system for intervention at KS4 has also been introduced which has clear steps that staff need to address, which include communications with parents. For the introduction of the new intervention programme in September, a letter will be sent out to parents by the end of the summer term.</p>	

	<p>are communicated with and what intervention is available to their child to improve in their subject areas.</p> <p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools.</p> <p>Support and training for parents can achieve greater parental confidence in managing children's behaviour and supporting children's learning.</p>	<p>Pupil premium parents in both key stages invited by letter or phone call to attend Reading and Numeracy workshop. Planned and delivered by lead practitioners in literacy and numeracy.</p>		
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