

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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

Detail	Data
School name	Lincoln Castle Academy
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	42.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Hanson
Pupil premium lead	Will Trugeon-Smith
Governor / Trustee lead	LAC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,322
Recovery premium funding allocation this academic year	£86,043
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	£411,365

Part A: Pupil premium strategy plan

Statement of intent

Lincoln Castle Academy is a fully inclusive academy that puts a strong emphasis on every student achieving their best. This strategy will support students to have the best life chances, this is not exhaustive to them achieving the best academic qualifications but also to leave the academy with the skills that will support them to be successful throughout life.

We aim to ensure the highest quality teaching is received in the classrooms as well as high-quality intervention outside the classroom. We will provide outstanding support for students' wellbeing and promote positive behaviour. Our priority is to ensure all our students (including our pupil premium students) make good progress and thrive in an environment where they feel safe and able to succeed. This will be achieved by removing any barriers to learning.

Attendance is key; if students are not in school, we cannot intervene to support them.

The key principles for our strategy are to include our pupil premium students in every aspect of school life. We will support them to achieve through high-quality teaching, attendance, intervention, SEMH support and behavioural support. The academy will work tirelessly to ensure that any barriers to learning are removed to allow each child the best opportunity to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Cohort data shows that PP students enter the academy with lower-than-expected standard literacy.
2	Cohort data shows that PP students enter the academy with lower-than-expected standard numeracy.
3	PP students as a group have significantly lower attendance than their non-pupil premium peers.
4	PP students achieve lower outcomes, this is in terms of 5+ basics, 4+ basics
5	PP students achieve a lower overall Progress 8 figure. This reflects lower outcomes across the broad spectrum of qualifications they study.
6	PP students accumulate more negative behaviour points than their peers. Exclusions are too high for pupil premium students
7	Support the Social Emotional Mental Health of PP students to support the challenges see above numbers 1-6.

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.

Intended outcome	Success criteria
To increase literacy and address underachievement from KS2.	Year 7 PP students will make at least the same progress in English as students who are non-PP. Data for Year 11 outcomes in English (4+ and 5+) will show that PP students achieve in line with non-PP students.
To improve the reading ages of all students.	Increase in students reading ages across Years 7 and 8. Narrowing the gap towards age-related expectations, allowing PP students to more successfully access the wider curriculum.
To increase numeracy skills and address underachievement from KS2	Year 7 PP students will make at least the same progress in Mathematics as students who are non PP. Data for Year 11 outcomes in Mathematics (4+ and 5+) will show PP students achieve in line with non pp students.
PP students will have outstanding attendance irrespective of the non pupil-premium attendance	Attendance will exceed the national average for PP students. Data from 2022-23 shows a gap for whole school attendance when comparing PP and non-PP.
Persistent absence of PP students will decrease.	Attendance data will show a significant reduction in the PA figure for PP students. Data from 2022-23 shows a gap for PA when comparing PP and non-PP.
Increase Progress 8 outcomes for PP students to show achievements across all subjects	Progress 8 data will evidence that PP students achieve in line with non PP.
Suspensions for PP students will decrease.	PP students will receive personalised support (which may include support from external agencies) to ensure they can access learning and thrive in lessons. Packages will also include support for mental health and wellbeing.

Identify required SEMH support across the academy, developing timely interventions to ensure our students develop resilience and a love of learning across the whole curriculum.

Provide an inclusive, supportive culture that focuses on students thriving in lessons. This support will use Bridge and PLC to ensure that students are given the skills and tools they need to be successful in lessons. This support will extend to students and their families, as needed.

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:

£123,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly high quality CPD that supports all aspects of quality first teaching. Additional CPD for ITTs and ECTs.</p>	<p>Weekly CPD delivered to all staff focusing on a wide range of various aspects of curriculum, SEND, teaching and learning. Regular opportunities to share good practice within and across departments. The success of this CPD is measured by student outcomes and through staff performance management. EEF Toolkit - ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	<p>1,2,3,4,5,6</p>
<p>Use or reading initiatives such as Accelerated Reader to ensure that the reading ages of all students increase.</p>	<p>Accelerated Reader will be a key driver in making 'every child a reader' The success of this will be measured by the improvement in reading ages of our students.</p>	<p>1,4,5</p>
<p>Use of Numeracy activities and Maths mastery to improve numeracy skills for all students.</p>	<p>All mathematics lessons are taught to develop problem solving, mathematical reasoning, develop resilience, independence, and reasoning to apply knowledge to unfamiliar problems. Focus on numeracy skills that prepare our students for life. Mastery approach in lessons develops mathematical thinking, fluency, language. This will maximise numeracy skills in lower years and translate to improved outcomes in Year 11.</p>	<p>2,4,5</p>

<p>Director support within English, Maths, Science, Humanities, MFL and Performing Arts.</p>	<p>Outstanding practitioners who work across the trust supply strategic and hands-on support to ensure that the curriculum, assessment, and teaching and learning within subjects are Outstanding.</p> <p>These key leaders teach classes, supply leadership support and promote collaboration across multiple academies to drive rapid and sustained improvements.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	<p>1,2,4,5</p>
<p>Staff-specific CPD to be tailor made to support staff who need a more personalised approach</p>	<p>Support packages such as coaching, team teaching and learning walks will all be put in place for staff who need support in specific areas of teaching and learning. Assistant Principal for Deep Learning will identify needs and tailor support packages. These will be regularly reviewed to ensure staff at all levels are supported.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	<p>1,2,4,5</p>

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

Budgeted cost: £164,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement 1-to-1 support interventions in English, maths and science to support positive outcomes. These sessions target any underachieving students (including PP) to maximise outcomes.</p>	<p>1-to-1 tutors support students who are working below age-related expectations. This rapid intervention quickly fills knowledge gaps, allowing students to catch up in core subjects but also supporting their progress in other subjects by consolidating basic skills in literacy and numeracy. EEF toolkit identifies 1-to-1 tuition as a tool that accelerates progress by 5+ months, leading to significantly higher outcomes.</p>	<p>1,2,4,5</p>
<p>Form group interventions targeting PP students in English, Maths and science.</p>	<p>These small groups comprise of students who have gaps in particular areas. They are reviewed every half term to ensure students are given short-term tailored interventions that are designed to have an immediate impact. These form group interventions are led by heads of department and other core subject teachers. EEF toolkit identifies small group interventions that can accelerate progress by 4+ months, leading to significantly higher outcomes.</p>	<p>1,2,4,5</p>
<p>Bespoke programmes throughout many curriculum areas to minimise gaps in learning and consolidate prior knowledge.</p>	<p>First-wave teaching is regularly shaped following analysis of data to ensure all students receive the correct support at the correct time. This quality-first teaching is alongside many initiatives that support students to excel. Examples include:</p> <ul style="list-style-type: none"> ● Option English and Maths ● After-school Achieve interventions ● Lunchtime revision clubs ● homework clubs, ● Dining room activities ● EEF toolkit - targeted academic support to improve progress and outcomes 	<p>1,2,4,5</p>

<p>Revision materials provided to students to ensure they are fully supported in line with non-PP students.</p>	<p>Revision guides, information booklets, revision sheets and high-quality resources are provided to support students to revise out of the academy. Our Chicken 'n Tips evening in October and half-termly parents' evenings provide support with revision techniques, free resources and clear guidance to ensure revision is made easy for students. Homework clubs and access to IT at lunch and after school ensure all students have a suitable place to revise within the academy if this is their preference, particularly with Sparx Maths. Revision sessions will also be provided during the holidays. Year 11 students will also have access to online revision packages to support their revision at home. EEF toolkit - targeted academic support to improve progress and outcomes</p>	<p>1,2,4,5</p>
<p>SEND team focus on supporting PP students across the curriculum.</p>	<p>EEF toolkit - targeted academic support to improve progress and outcomes</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £123,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer monitors the attendance of PP and intervenes to support parents to improve attendance and challenge PA of all students.	Attendance data will be regularly analysed to identify areas of concern. Interventions such as home visits, attendance contracts, daily reports, weekly attendance meetings with o Attendance officer and learning managers to put interventions in place.	3
Form-time initiative 'Attendance Matters' drives an improvement in attendance for all students, highlighting PP students and monitoring any decline.	Attendance is driven across the whole academy via the 'attendance matters' initiative. Attendance boards are up around the academy and rewards are given to the highest-attending forms in each year group. Attendance stickers are in every student's planner to promote a dialogue between staff, students and parents/carers about the importance of having outstanding attendance. EEF outlines the importance of engaging parents with attendance dialogue.	3
Calendar of Involve and Achieve enrichment activities promote students' social skills	Attendance to Involve and Achieve enrichment is tracked in terms of whole academy attendance and the attendance of PP students to enrichment. The Involve/Achieve calendar will be regularly reviewed, taking feedback from student voice. Additional transport will be available for students who need to use the bus to attend sessions. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7

Inclusion team and Bridge support is available to any PP students who need additional academic or pastoral guidance.	Weekly inclusion meetings take place between the inclusion team and learning managers to ensure a rapid response to all students' SEMH needs. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7 Particularly 6,7
Learning managers support all students to achieve outstanding outcomes.	Year groups are supported by a learning manager who deals rapidly with any pastoral, academic or personal issues that may present barriers to learning. EEF toolkit - wider strategy used to support students.	1,2,3,4,5,6,7
Raising aspirations Careers support given to all students to raise aspirations. Calendar focuses on PP students in the first term.	Careers advisers to support students in making informed decisions about education, training, apprenticeships beyond KS4. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7
Access to enrichment and extra-curricular activities Subsidies for trips and visits	Enable all students to participate in academic school trips, practical lessons where equipment or specific 'kit' is needed and other extra-curricular initiatives by providing specific equipment and transport. EEF toolkit - wider strategy used to support students	1,2,3,4,5
Uniform and other personal care items	Every new student will have access to the full uniform. We also support families who need uniform items, often throughout the school year when items break or wear out at times when families have not budgeted to renew those items. We also provide personal care items to students. EEF toolkit - wider strategy used to support students	7
Counselling services available to students as required.	Wider agencies are used, as needed, to ensure all our students receive the correct support either in the academy or out of the academy. This includes counselling services, such as Kooth, Toot Toot and CAMHS. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7 Particularly 7

Total budgeted cost: £411,365.

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 2022 to 2023 academic year.

Progress 8 scores for PP students in terms of validated 2023 data demonstrated significant gaps compared to the national average for Disadvantaged pupils -0.57 (Ever 6 FSM & LAC students) with a Progress 8 score of -0.99. This compares to our non-PP cohort whose P8 score was -0.22, compared to a national average of 0.17.

Attainment 8 scores for PP students in terms of validated 2023 data demonstrated significant gaps in relation to non-PP students and placed us well below the national average. For PP students, their Attainment 8 score of 31.72 compares to the non-PP comparison of 43.58.

Basics measures for English and Maths were 50.7% for English and Maths at Grade 4 or above, with 29.4% of students achieving Grade 5 in both English and Maths. Both scores are almost identical to those achieved last year, albeit in a year where grades reverted to the pre-pandemic 2019 standards. However, the PP gap was significant, with 35% of PP students achieving English and Maths 4+, compared to 63.2% of non-PP students. 15% of PP students achieved English and Maths 5+, compared to 40.8% of non-PP students. Where progress has been made on 2022 outcomes, it was made most strongly with those students who positively engaged with school, particularly in attending school on a regular basis. Persistent and severe absence was most likely to be concentrated amongst PP students.

Open bucket performance slipped markedly from 2022 to 2023. This was because the school prioritised intervention for students at risk of not achieving Grades 4 or 5 in English and/or Maths. Because the legacy curriculum model of 3 Option subjects across a 3-year KS4 provided no room for manoeuvre, leaders temporarily used Option time and after-school Achieve sessions for English and Maths intervention. Whilst this did not lead to improvements in outcomes compared to 2022, it did protect outcomes for students at Grades 4 and 5, which stood out in a national environment where outcomes were being pegged back to 2019 norms. Whilst Progress 8 measures were disappointing, particularly in the Open bucket (and to a lesser extent in the EBacc bucket), they were the consequence of decisions that were motivated by concern for students' life chances, and that were generally vindicated.

		2019	2022	2023
Avg Progress 8 score per student	All students	-0.3	-0.38	-0.56
	Non-PP	0	-0.12	-0.22
	PP	-0.9	-0.78	-0.99
	Gap	-0.9	-0.66	-0.77
Avg Attainment 8 score per student	All students	3.6	4.1	3.8
	Non-PP	4.1	4.5	4.4
	PP	2.9	3.6	3.2
	Gap	-1.2	-0.9	-1.2
Avg Progress 8 score per student in English Element	All students	-0.5	-0.53	-0.47
	Non-PP	-0.2	-0.22	-0.21
	PP	-1.0	-0.99	-0.79
	Gap	-0.8	-0.77	-0.58
Avg Progress 8 score per student in Maths Element	All students	-0.6	-0.61	-0.62
	Non-PP	-0.4	-0.39	-0.34
	PP	-0.9	-0.93	-0.98
	Gap	-0.5	-0.54	-0.64
Avg Progress 8 score per student in EBacc Element	All students	-0.4	-0.47	-0.52

	Non-PP	0	-0.24	-0.12
	PP	-1	-0.82	-1.01
	Gap	-1	-0.58	-0.89
Avg Progress 8 score per student in Open Element	All students	0	-0.04	-0.69
	Non-PP	0.4	0.26	-0.35
	PP	-0.5	-0.49	-1.12
	Gap	-1.1	-0.75	-0.77
Grade 5 or above in English and Maths (%)	All students	13.3	30.1	29.4
	Non-PP	20.3	36.5	40.8
	PP	2.2	20.7	15.0
	Gap	-18.1	-15.8	-25.8
Grade 4 or above (Level 2) in English and Maths (%)	All students	35.8	50.3	50.7
	Non-PP	47.3	61.2	63.2
	PP	17.4	34.5	35.0
	Gap	-29.9	-26.7	-28.2

Overall attendance in 2022-23 was 85%, compared to 82.9% in 2021-22. The national average attendance for all students at secondary schools in 2022-23 was 92.7%. In 2021-22, this was 92.4%. Overall Persistent absence in 2022-23 was 43.18%, above/lower than the equivalent figure of 55.60% from 2021-22. This was above/below the 2022-23 national average of 21.2%.

For Pupil Premium students in 2022-23, attendance was 83.96%, compared to 79.97% in 2021-22. The national average attendance for PP students at secondary schools in 2022-

23 was 85.8%. PP persistent absence in 2022-23 was 17.83%, higher/lower than the equivalent figure of 21.46% from 2021-22. This was above/below the 2022-23 national average of 27.3%.

To challenge persistent absence, we send letters home, run attendance panels, call & text home daily, refer to external agencies or EBSA where appropriate, discuss the student at the weekly spotlight meeting, put pastoral intervention in place and refer for penalty notices if appropriate. As Year 9 and Year 10 have the highest persistent absence, we prioritise home visits and calls home. In the year 2022-23, there were 29 students who had 0-10% attendance, affecting attendance by 3.71%. Students are open to a web of external agencies and Lincolnshire County Council.

Evidence suggests that significantly poor behaviour was not addressed historically. We introduced the Harbour Learning Trust behaviour policy in October 2021, suspension and subsequent permanent exclusion rates increased to improve behaviour - accounting for 8% of attendance in 2021-22. In the year 2021-22, 21.8% of all students received at least 1 exclusion. Amongst PP students, the comparable figure was 24.3% of students.

New leadership from April 2022 recalibrated standards of behaviour and some students found that conduct that had previously been tolerated was now being challenged. In the year 2022-23, 29.7% of all students received at least 1 exclusion. Amongst PP students, the comparable figure was 36.8% of students. By the October half term of 2023, the YTD equivalents were 9.7% of all students and 14.1% of PP students. This compares favourably to 16.1% of all students by October half term of 2022 and 20.7% of PP students.

Engagement with our after-school Involve and Achieve programme shows the impact of PP funding on creating opportunities for young people. Of 6543 recorded attendances at after-school activities throughout 2022-23, 38% were by PP students. This is in line with our PP cohort, which is 42% of the school population. For our KS3-based Involve sessions, 45% of sessions were attended by PP students. In this instance, the gap was reversed.

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

Programme	Provider
NTP	Targeted Provision
NTP	Tutor
NTP	Pearson Tuition

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Every week, we hold an after-school meeting where all key stakeholders (SLT, heads of department, learning managers, inclusion staff, attendance staff) discuss all Year 11 students. The purpose of these meetings is to discuss all aspects of the student from academic progress and attainment across all qualifications to barriers to learning, attendance, interventions. Issues raised in these meetings are quickly actioned to respond rapidly to student needs.

We use a robust system of assessment and reporting. This system is extremely thorough and incorporates data collection, intervention discussions and standardisation of assessments across all year groups.

Reports are sent home to parents twice per year.