

## Pupil Premium strategy statement: Lincoln Carlton Academy *Page limit = 5*

### EVERY STUDENT, EVERY LESSON, ALL THE TIME

*“I see challenge as a temporary barrier, preparing me for something bigger!” Timmy, year 9, SMA*

Detail	Data
School name	Lincoln Carlton Academy (LCA)
Number of pupils in school	420
Proportion (%) of Pupil Premium-eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers <b>(three-year plans are recommended)</b>	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days – 03.10.2023
Statement authorised by	<i>Rebecca Malam (Headteacher)</i>
Pupil Premium lead	Amy Melhuish (Deputy Headteacher)

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£78,570
Recovery Premium funding allocation this academic year	£0
<b>Total budget for this academic year</b>	£78,570

<b>Current Attainment 2023 – End of KS2</b>	<b>PP 2023</b>	<b>Non-PP 2023</b>	<b>PP nat ave 2023</b>
Reading	38.5%	79.2%	60%
Writing	30.8%	75%	58%
Mathematics	46.2%	75%	59%
Combined	23.1%	64.6%	44%

## Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Children lacking self-esteem, self-confidence and the ability to self-regulate. Low levels of resilience and ability to work independently.
2. 38.9% of pupils eligible for Pupil Premium are also on the SEND register for an incredibly wide range of needs.
3. Many children (60% in September 2022) join Reception below the age related expectations in their speech, language and communication abilities – particularly those children who are also on the SEND register.
4. Currently, 9.7% of disadvantaged pupils are persistent absentees.

## Intended outcomes & how we will measure success

Intended outcome	Success criteria
Quality first teaching for all	Students' progress data to be in line with those peers who are not pupil premium and above the national average. Includes KS2 progress data, KS2 predictions and formative assessment. Target = Reduce any internal variation between PP and non-PP.
Students who are SEND and PP progress well	Students' progress data to be in line with those peers who are non-PP/SEND. A range of progress data analysed and actions agreed: EYFS/KS1/KS2 data for reading, writing and maths Children will have received targeted interventions to address SEND needs and progress will have been reviewed termly. Staff will have accessed support, guidance and training from the SENCO, Occupational Therapist, Specialist Teacher and Behaviour Specialist from NeedBright Solutions.
Improved levels of social, emotional, behavioural and wellbeing of PP children improves.	Children will be able to demonstrate use of the Five-Point Scale to support self-regulation. This will lead to a decrease in the number of PP pupils receiving consequence cards (recorded on red forms) and fixed term exclusions.
Children will demonstrate improved speech, language and communication through their speaking, listening and written work. Children will demonstrate a wider vocabulary in their speaking and writing.	There will be an increase in the number of children meeting the expectations in speech, language and communication at the end of EYFS compared to baseline.
The attendance of PP children will improve so that is aligned with non-PP children.	There will be a decrease in the number of PP persistent absentees.

## Actions to address the challenges listed above.

### Teaching Budgeted cost: £20,000

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective <i>(IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Implement The Literacy Tree to deliver the Reading and Writing Curriculum.	English Lead	Increase in the number of pupils achieving ARE in reading and writing at the end of the academic year.	Ongoing in terms 1 and 2 Led by the English Team Lesson drop-ins Book scrutiny
Continued investment in quality Professional Development for all staff based on writing and reading. This will include planning workshops delivered by The Literacy Tree.	English Lead	Increase in the number of pupils achieving ARE in reading and writing at the end of the academic year.	Ongoing throughout the year Led by the English Team Lesson drop-ins Book scrutiny
Class size reduction in Year 6 for reading and maths (by increasing staffing in the team).	Deputy Head UKS2 Lead	Improved outcomes at the end of KS2 (an increase in the number of children achieving ARE across reading, writing and maths)	See Year 6 strategy

### Targeted academic support: Budgeted cost: £54,500

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Reading and Maths Tutoring for Year 6 pupils not reaching their full potential based on current data analysis.	UKS2 Lead	Improved outcomes at the end of KS2 (an increase in the number of children achieving ARE across reading, writing and maths)	DHT to review assessment data termly
Little Wandle Rapid Catch-Up in small groups for the lowest 20% of readers.	Reading Lead	Improved outcomes – fewer children needing phonics intervention in years 2 – 6. Improved engagement in other curriculum areas	DHT to review rapid catch-up data 3-weekly.

			Lesson drop-ins to check Quality First Teaching and engagement
1:1 delivery of the WellComm programme for children with speech, language and communication needs. This will include training of staff.	EYFS Lead	Improved attainment in communication ELGs Improved outcomes in reading and writing ELGs	Led by EYFS Lead Review communication and language data every half term.
1:1 precision teaching intervention for spelling.	DHT	Improved attainment in writing at the end of KS2	Led by the English team Regular monitoring of spelling provision
1:1 delivery of the 5-Point Scale approach.	SENCo	Improved access to learning and the curriculum	Led by the SENCO Regular drop-ins and discussions with children
Small group delivery of Handwriting Without Tears intervention. This includes the delivery of training by the on-site Occupational Therapist.	SENCo	Improved handwriting for selected children. Improved outcomes in writing and wider curriculum areas that rely on writing.	Led by the SENCO Regular drop-ins and discussions with children
1:1 support for children who require sensory support from an Occupational Therapist.	SENCo	Improved engagement in lessons leading to improved outcomes	Led by the SENCO Regular drop-ins and discussions with children

### Wider strategies: Budgeted cost: £8,500

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective ( <i>IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently</i> )	Implementation review ( <i>when/what/who</i> )
Internal transition coordinator role to ensure effective transitions from nursery to reception.	EYFS Lead SENCo	Early identification of any specific needs prior to starting Reception or Year 7, leading to early access to interventions.	Led by the SENCO

Core programme of experiences to build cultural capital	Deputy Head	Children will have access to a broader range of activities that they may not have accessed otherwise.	Review led by the DHT. Discussions with pupils and parents Parent and child surveys
Work with the mental health support team and school's wellbeing team to develop a package of support for families and children requiring targeted mental health support as part of the pastoral support pathway	AHT (Pastoral)	Children will be accessing lessons and will present as 1 or 2 on their 5-point scale. This will lead to improved engagement and outcomes.	Review led by the AHT (Pastoral) Discussions with children Drop-ins
Needbright Solutions Behaviour Consultancy: Weekly visits to include individual packages of support for targeted pupils, observations, reports and strategic advice through focused approaches.	AHT (SENCo)	Children will be accessing lessons and will present as 1 or 2 on their 5-point scale. This will lead to improved engagement and outcomes.	Review led by the SENCO. Discussions with children and parents at SEND reviews

**Total budgeted cost: £79,000**

#### ***EVIDENCE SOURCE***

[NFER – Deploying staff effectively](#)

[NFER – High quality teaching for all](#)

[EEF – Teaching and Learning toolkit](#)

[EEF- Teacher feedback to improve learning](#)

[EEF – Teaching and Learning toolkit](#)

[EEF – Metacognition & Self-regulated learning](#)

[EEF – Covid Catch up](#)

[EEF – improving literacy in secondary schools](#)

[EEF – Improving behaviour in schools](#)

[EEF – SEND in mainstream schools](#)

[EEF – Improving mathematics in KS2 & 3](#)

[NFER- Meeting individual learning needs](#)

[EEF – Effective Professional Development](#)

[EEF – Using digital technology to improve learning](#)

[EEF – Effective Professional Development](#)

[EEF – Putting evidence into work](#)

[EEF – Pupil Premium guide](#)

[Sutton Trust ‘Engaging Parents Effectively’](#)

[NFER- Addressing behaviour and attendance](#)

[NFER – Clear responsive leadership](#)