



Pupil Premium strategy statement: Lincoln Carlton Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Lincoln Carlton Academy
Number of pupils in school	434
Proportion (%) of Pupil Premium-eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	September 2025 – July 2028
Date this statement was published	15 th September 2025
Date on which it will be reviewed	1 st September 2027
Statement authorised by	<i>Amy Melhuish</i>
Pupil Premium lead	Sara Wright

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£119,670
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£119,670

Current Attainment at the end of Key Stage Two 2026	Pupil Premium 2026	Non-Pupil Premium 2026	Pupil Premium National Average
Proportion attaining expected standard in Reading	88%	93%	63%
Proportion attaining expected standard in Writing	65%	98%	60%
Proportion attaining expected standard in Maths	65%	93%	62%
Proportion attaining expected standard in Combined	47%	89%	49%

Reflections on 2025-2026 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Intended Impact	Actual Impact																																																																														
Quality first teaching for all	Students' progress data from their starting points will 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.	Data above demonstrates that students who are pupil premium at LCA out-perform the national average in all instances, except in the combined scores where the differential is only 2%. In terms of in relation to their peers at LCA, there is a bigger gap in writing and maths which will remain a focus for this year.																																																																														
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.	Interventions have taken place across school including reading fluency groups, precision teaching, additional comprehension work and spelling support. Staff have also received support through CPD and 1:1 guidance from individuals and organisations including specialist teachers and school SENDCo and OT. Data shows the following: <table><tr><th></th><th colspan="2">Y1</th><th colspan="2">Y2</th><th colspan="2">Y3</th><th colspan="2">Y4</th><th colspan="2">Y5</th><th colspan="2">Y6</th></tr><tr><th></th><th>PP</th><th>NPP</th><th>PP</th><th>NPP</th><th>PP</th><th>NPP</th><th>PP</th><th>NPP</th><th>PP</th><th>NPP</th><th>PP</th><th>NPP</th></tr><tr><td>Reading</td><td>47%</td><td>47%</td><td>60%</td><td>72%</td><td>79%</td><td>80%</td><td>70%</td><td>88%</td><td>25%</td><td>50%</td><td>88%</td><td>93%</td></tr><tr><td>Writing</td><td>47%</td><td>80%</td><td>50%</td><td>74%</td><td>58%</td><td>59%</td><td>70%</td><td>76%</td><td>25%</td><td>67%</td><td>65%</td><td>98%</td></tr><tr><td>Maths</td><td>20%</td><td>47%</td><td>50%</td><td>68%</td><td>54%</td><td>88%</td><td>80%</td><td>82%</td><td>25%</td><td>48%</td><td>65%</td><td>93%</td></tr><tr><td>Comb</td><td>13%</td><td>44%</td><td>50%</td><td>54%</td><td>58%</td><td>59%</td><td>70%</td><td>74%</td><td>8%</td><td>38%</td><td>47%</td><td>89%</td></tr></table> Highlighted in green are where the PP and non PP are on a par or have a difference of less than 10%. While progress of children in Y6 is not in line with peers, it does exceed national average as highlighted above. Analysis shows that, while there are successes and differences being diminished, work needs to continue to reduce gaps further.		Y1		Y2		Y3		Y4		Y5		Y6			PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	Reading	47%	47%	60%	72%	79%	80%	70%	88%	25%	50%	88%	93%	Writing	47%	80%	50%	74%	58%	59%	70%	76%	25%	67%	65%	98%	Maths	20%	47%	50%	68%	54%	88%	80%	82%	25%	48%	65%	93%	Comb	13%	44%	50%	54%	58%	59%	70%	74%	8%	38%	47%	89%
	Y1		Y2		Y3		Y4		Y5		Y6																																																																					
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Improved levels of social, emotional, behavioural and	Children will be able to demonstrate use of the Five-Point Scale to support self-regulation.	This has been evidenced through regular Anthem Trust Collaborative Review Days and the assessed impact of Trauma Informed Practice and the Thrive methodology which have been implemented and utilised this year.																																																																														

Commented [SM1]: How will you measure this?



wellbeing of PP children improves.	This will lead to a decrease in the number of PP pupils receiving consequence cards (recorded on red forms) and fixed term exclusions.	
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Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
15% of pupil premium students have experienced bereavement with 8% of these being the loss of a parent.
42% also have a Special Educational Need.
10% are also considered Young Carers.
7% are also Team Around the Child (TAC), Child in Need (CIN) or Child Protection (CP) now or in the past.
White British students eligible for the pupil premium were 20% below their target of 67% in achieving EXS standard at the end of KS2 underperforming non-white British students.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Quality First Teaching for all students	Students' progress data from their starting points will 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. There will be a reduction in the variation between pupil premium and non-pupil premium students.
Students who are SEND and Pupil Premium progress well	Students' progress data to be in line with those peers who are non-Pupil Premium/Non-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 and the Specialist Teacher.
Improved levels of social, emotional, behavioural and wellbeing of Pupil Premium children.	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 Pupil Premium students receiving consequence cards (recorded on red forms) and fixed term exclusions.
Improved outcomes for white British pupil premium children.	White British children in receipt of pupil premium will achieve in-line with the non-white British peers.

Director of Education review 6/1/26	Children eligible for PP are on track to be above others (and national) in reading and maths but lower in writing. Students have been identified, targeted for intervention and added to the Y6 strategy Gap between PP and non-PP students has been closed in Y4 and 6 Action: school to review SEND data for PP children White British children eligible for PP are outperforming other PP children in most year groups at the end of the autumn term
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Actions to address the challenges listed above.

Teaching Budgeted cost: £35,627

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Continue to embed the Anthem writing strategy – Handwriting strand	Sara Wright DHT	Increase the % of PP students achieving the handwriting standard (and therefore writing standard) in their year group so that it is above their non-PP peers.	Implement the Anthem writing strategy – Handwriting strand
Continue to embed the Anthem Writing Strategy – Spelling strand	Sara Wright DHT	Increase the % of PP students achieving the expected standard in writing so that it above their non-PP peers.	Implement the Anthem Writing Strategy – Spelling strand
Continue to embed the Anthem Writing Strategy – Early writing strand	Michelle Christopher EYFS / Reading Lead	Increase the % of PP students achieving the expected standard in writing in EYFS and KS1 so that it above their non-PP peers.	Implement the Anthem Writing Strategy – Early writing strand
Continue to embed the Mastering Number Programme for Years 4 and 5.	Katie Cropper Maths Lead	Increase the % of PP students achieving the expected standard in maths so that it above their non-PP peers.	Implement Mastering Number Programme for Years 4 and 5.

Targeted academic support: Budgeted cost: £71,489

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Small group and 1:1 delivery of Handwriting No Tears.	Helen Casey Occupational Therapist	Increased numbers of students achieving the expected standard for handwriting at the end of KS1 and KS2	Implemented last year – now embedding Led by Helen Casey (Occupational Therapist)
Deliver Little Wandle Rapid Catch-Up and Keep Up Intervention to close the gap in word reading.	Michelle Christopher EYFS/Reading Lead	Decrease in the number of students requiring Rapid Catch-Up from the start to the end of the academic year. All SEND students achieving phonics-based targets on their Pupil Profile.	Implementation ongoing from the previous academic year Three weekly monitoring by Michelle Christopher (Reading Lead)
Deliver reading fluency intervention to close the gap in the word reading fluency.	Michelle Christopher EYFS/Reading Lead	Increased numbers of students achieving the expected standard for reading at the end of KS1 and KS2	Half Termly Review led by Michelle Christopher (Reading Lead)
Deliver WellComm Intervention to close the gap with communication and language.	Michelle Christopher EYFS/Reading Lead	Improved oracy skills leading to improvements across all areas of the curriculum.	Ongoing from the previous academic year SENDCo to monitor half termly.

Deliver Maths4Life intervention to close the gap in maths fluency.	Katie Cropper Maths Lead Ruth Clark SENDCo	All students achieving maths linked targets on their Pupil Profiles.	Implementation ongoing from the previous academic year SENDCo to monitor progress half termly.
Arrange access to specialist teacher support for children with a specific learning need and initiate actions from their findings.	Ruth Clark SENDCo	Increased numbers of students achieving the targets on their SEND Pupil Profile. Increased numbers of students achieving their end of year targets in reading, writing and maths.	SENDCo to monitor progress half termly.
Arrange support from an Occupational Therapist for those with specific sensory needs and initiate actions from their findings.	Ruth Clark SENDCo	Improved engagement in lessons leading to improved outcomes	Regular drop-ins and discussions with children

Wider strategies: Budgeted cost: £12,554

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (when/what/who)
Run a regular group for children who have suffered bereavement.	Natalie Goodacre Family Support Worker	Students will have developed a support network in school. They will have developed some strategies for dealing with grief.	Family Support Worker to monitor
Run a regular group for Young Carers (fortnightly)	Natalie Goodacre Family Support Worker	Students will have developed a support network in school.	Family Support Worker to monitor
Internal transition coordinator role to ensure effective transitions from nursery to reception.	Michelle Christopher	Early identification of any specific needs prior to starting Reception or Year 7, leading to early access to interventions.	Ongoing throughout the academic year.

	EYFS/Reading Lead Ruth Clark SENDCo		SENCo to monitor half termly.
Core programme of experiences to build cultural capital	Sara Wright DHT	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	Natalie Goodacre Family Support Worker	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 Family Support Worker Discussions with children Drop-ins

Total budgeted cost: £119,670

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](#)

[Sutton Trust 'Engaging Parents Effectively'](#)

[NFER- Addressing behaviour and attendance](#)

[NFER – Clear responsive leadership](#)

[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](#)

[EEF – Improving behaviour in schools](#)

[EEF – SEND in mainstream schools](#)