

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | 784                            |
| Proportion (%) of pupil premium eligible pupils   | 43%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                      |
| Date this statement was published   | 20 <sup>th</sup> December 2021 |
| Date on which it will be reviewed   | 5 <sup>th</sup> October 2022   |
| Statement authorised by   | Jeanette Saw                   |
| Pupil premium lead  | Kathryn Ramsay                 |
| Governor / Trustee lead   | LAC                            |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £321,527.50 |
| Recovery premium funding allocation this academic year  | £46,545     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £368,072.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Harbour Learning Trust we seek to inspire greatness in every child and equip them with the academic achievements, life skills and personal attributes to lead happy, safe, successful lives. This is even more pertinent when we consider our disadvantaged community. The intent of our Pupil Premium strategy is to enable all students to participate in education equally, by equipping them to do so. At Lincoln Castle Academy we:

- Believe that every child has the capacity to achieve at the highest levels
- Do not believe that social or financial disadvantage should limit a young person's life chances
- Remove or improve barriers to learning using educational strategies and focussed funding
- Encourage aspiration, resilience and self-belief help you to grow and push the boundaries
- Support and reward achievement and being one's best-self
- To go 'the extra mile' to support students to reach their potential.

This highlights the overall Trust values that, "We are inclusive. We believe that every child can be successful regardless of background or ability"

As referenced in the EEF's Pupil Premium Guide and in line with national research, the school has taken a tiered approach to the use of Pupil Premium and has therefore focused on the following areas: High Quality Teaching, Targeted Academic Support and that of the wider strategies involved. The 2021 results indicate that quality first teaching, effective targeted academic support combined with a strategic approach to improving students wellbeing, attendance and mental health are key factors in improving both student performance and attitudes to learning.

Overall, the Attainment 8 figure for Pupil Premium students in the 2020 -21 teacher assessed grades was 31.2 compared to 35.2 for all students; compared to the 2019 National Average data of 46.7 for all students and 36.7 for disadvantaged students.

We have high standards and expectations in terms of conduct and achievement, irrespective of background, label or status. We are a very mixed community at Lincoln Castle Academy, from all walks of life, and the students in our community are challenged to perform to the very highest level. Social mobility is at the heart of every intention, curriculum plan and evident in lessons. We strive to promote a culture that is inclusive and responsible for the learning and achievement of all. This culture is deeply embedded in our staff, leadership and governance. We recognise that in our community this is a long term strategy for growth and success.

Our strategy has strong foundations in quality first teaching for all students, evidence based assessments and we promote a safe and calm academy to inspire greatness. We are investing greatly in improving our teaching and learning to deliver outstanding lessons, we have redesigned our assessments and reporting processes, we have high quality CPD sessions to develop our staff which includes the sharing of best practice and our behaviour for learning system has proven to succeed, hence investment into the staffing and training to improve attitudes to learning.

We are fully aware of the impact of lost learning in a community that already had a higher proportion of below age expected learners than the national average and we commit to closing those gaps and driving aspiration and achievement for all, based on research and evidence based practice.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Learning time missed due to Covid</b> – ‘The impact of the Covid-19 pandemic has had a disproportionate impact on disadvantaged pupils. This sobering reality reinforces the importance of school leadership decisions that attend pupil premium strategy (EEF blog 22<sup>nd</sup> September 2022). We know from our engagement attendance records that disadvantaged students did not fully engage in lockdown with online learning to the same extent as non-disadvantaged students, despite us ensuring every home had a device either through the DfE or loaned from school. The DfE has reported on the impact and notes the greater impact on disadvantaged students. KS3 &amp; KS4 – 81% regularly accessed remote learning – 19% did not engage with the provision and support provide by LCA. 74% of the non-engagers were Pupil Premium students.</p>  |
| 2                | <p><b>Low Literacy and reading ages on entry/ Academic Progress</b> – our PP students typically have lower KS2 scores and their reading ages can be more frequently below age expected. We must address this quickly and forensically to ensure that curriculum areas can be accessed by strong reading ability. This in turn has impacted on our Y11 outcomes. Year 7 STAR reading test assessments on Below Age Expected for reading indicate at least 19% of the Year group need intervention and a further 27% need monitoring. Baseline average reading age data for KS3 indicates that reading ages compared to age related expectations are significantly below the expected level. None of the Year groups in KS3 have a baseline average reading which is in line with a functional reading age level of 12 years (Year 7 &amp; Year 8 have a baseline reading age of 10.1 years and Year 9 11.5 years.</p>  |
| 3                | <p><b>Behaviour for learning</b> – in terms of behaviour incidents, students sent to separation rooms, exclusion figures and permanent exclusion figures, at Lincoln Castle Academy we have always found this disproportionate in the disadvantaged students. The new Behaviour for Learning Policy was introduced in the autumn term 2021 with pilot year groups (Years 8 and 9). The consequences framework is designed to give students choices. Its principle role is to support learning, whilst also tackling and dealing with low level disruptive behaviour. This works in tandem with the Inclusion Tracker, a progressive system of structure intervention designed to address underlying causes of poor behaviour and disengagement. A mid-year review in Feb 2022 will provide a strategic summary of the impact of the BFL pilot on Fixed term exclusions and Internal inclusion statistics. (See page 4)</p>  |
| 4                | <p><b>Independence and metacognition</b> – we offer after school enrichment, revision and masterclasses which have had lower attendance by our PP students historically. We were making headway with this in 2019 by offering a school enrichment bus and a wealth of after school activities for students to participate in and at this point, for the first time in the last five years, we saw widening participation. Since Covid, participation has returned to be disproportionately in favour of non PP students. Pre-Covid typically 25% of the student population attended the enrichment sessions and 50% of the attendees were Pupil Premium students.</p>   |
| 5                | <p><b>Aspirations and engagement</b> – students need to focus on their own destiny and aspire to post 16-education. In our PP cohort students tend to aspire toward- apprenticeships and work based training rather than sixth form education and college. This means that students focus on the lower GCSE grades available rather than aspiring high. PP attendance has always lagged behind non-PP and we find the gap widens as the students get older. In the last academic year PP attendance was 10% lower in Year 11 than non PP, growing at a rate of approximately 2% per year. This then causes issues in the classroom. We have developed a new behaviour for learning system to improve this. LCA NEET figures moved closer to the national average in 2019 with 92% (2% below NA) in terms of Post-16 engagement in education and training. Aspiration is to achieve the national average NEET figure of 94%. The Covid pandemic affected academic years of 2020 &amp; 2021 impacted on PP NEET destinations with 2 students not engaging in 2020 and 4 students in 2021. Aspiration is to reduce this to zero in 2022.</p> |

## 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  |       |       |      |       |       |  |
|--|---|-------|-------|------|-------|-------|--|
| <p><b>1. Improve KS4 progress for all PP students</b></p> <p>Year 11 GCSE Exams PP Data:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>5+ EM</th> <th>4+ EM</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>28.2%</td> <td>59.2%</td> </tr> </tbody> </table> <p>2020 to 2021 increases in both 4+ English and Maths, and 5+ English and Maths were made. The programme was designed to underpin core skills, recall and exam practice. Teacher Assessed Grades – TAGs for 2020 &amp; 2021 are significantly higher than the last set of validated national data from 2019. Gaps on the national average have narrowed in 2021 to:</p> <p>Nat. Average 2019 5+EM 43% (2021 LCA – 34.2%)<br/>           Gap against Nat. Average – 8.8% (2019 gap 29.7%)<br/>           Nat. Average 2019 4+EM 65% (2021 LCA -60.3%)<br/>           Gap against Nat. Average – 4.7% (2019 gap 29.2%)</p> | Year  | 5+ EM | 4+ EM | 2021 | 28.2% | 59.2% | <p><b>Student outcomes improve in results in 2022, 2023 and 2024.</b></p> <p><b>PP students to narrow the gaps on the national average for PP students on progress and attainment</b></p> <p><b>The majority of PP students to achieve their FFT20 targets</b></p> <p><b>2021 Teacher Assessed grades indicate gaps for PP v non-PP as:</b></p> <p>4+English &amp; Maths – Gap of -8.8% (target reduction of -5% in 2022)<br/>           5+English &amp; Maths – Gap of +12.2% (target reduction 0% gap for non-PP in 2022)</p> <p><b>End of Y10 2021:</b></p> <p>English ALL 3.43, PP 3.11<br/>           Maths ALL 2.16, PP 1.67<br/>           Science ALL 2.71, PP 2.36</p> <p><b>Mock 1 (PPE) Y11</b></p> <p>English ALL 3.63, PP 2.83<br/>           Maths ALL 2.31, PP 1.93<br/>           Science ALL 2.32, 1.84</p> |
| Year   | 5+ EM   | 4+ EM |       |      |       |       |  |
| 2021   | 28.2%   | 59.2% |       |      |       |       |  |
| <p><b>2. Improve literacy and reading ages for all PP students</b></p> <p>STAR/Accelerated reading test scores for KS3 indicate an average gap of at least 1 year compared to chronological reading age.</p>   | <p>Reading ages increase by at least 12 months.</p> <p>School curriculum design to ensure content is ambitious and broad</p> <p>Strategy to address reading gaps to be more robust, more systematic and more impactful. A programme of improvement is needed and this needs planning and implementing.</p>                |       |       |      |       |       |  |
| <p><b>3. Improve engagement and behaviour for learning for all PP students</b></p> <p>Attendance in 2020-21 – All - 88.4%, PP 85%, non-PP 91%</p> <ul style="list-style-type: none"> <li>• Persistent Absence in 2019 was above the national average at 19.6% - a gap of 5.9% (NA 13.7%)</li> <li>• Persistent Absence in 2020-21 – All -38.61%, PP 63.81%, non-PP 36.2%</li> </ul> <p>* Repeat Fixed term students 47 (5.4%)<br/>           * Permanent Exclusions – 4 (0.4%)</p>   | <p>Repeat Fixed Term Exclusions decline by 3% to 2.4%</p> <p>P. Ex exclusions are reduced by 25%</p> <p>PP attendance to narrow the gap compared to non-PP students by 2%</p> <p>PP Persistent absence to be reduced by at least 30% based on 2021 Persistent Absence stats and to be in-line with NA for PP students</p> |       |       |      |       |       |  |
| <p><b>4. Attitude to Learning grades increase for all PP students.</b></p> <p>Enrichment attendance is restored to at least pre-Covid levels (25% of the student population and Pupil Premium students contribute 50% of the attendees).</p> <p>New Attitudes to Learning grades 1-5 introduced in September 2021 – comparative data to be reviewed in spring term 2022 to compare progress.</p>   | <p>Participation at Enrichment and Masterclasses increases by 5%</p> <p>Praise culture – PP students to achieve 20% more Praise points than non-PP students</p> <p>PP students average Attitudes to Learning to be in-line with non-PP students</p>   |       |       |      |       |       |  |

## 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: £4,672 (Accelerated reader costs) so far

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Quality First Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• Membership of The National College</li> <li>• External CPD providers</li> </ul> | <p>Retention and professional development of CORE departments is a priority for us. The success of the core subjects will be the key to improvements in student outcomes and well qualified, supportive staff in those areas where possible is key to turning outcomes.</p> <p>To support Quality First Teaching (QFT) we have a team of Pastoral Leaders who support QFT by adding support and behaviour deployment if required. They will also support in monitoring progress related issues such as attendance, lateness, FSM allocations and uniform issues.</p> <p>Staff development is a priority for us. The regular meetings for leaders and subject specific courses have led to inspiration and action. All leaders have refocused their curriculum intent and reworked their curriculum. As members of the National College, a wealth of training bespoke to position and career points is available.</p> <p>All QA activity of teaching and learning ensures the correct proportion of PP students is routinely included in the check. PP Progress is scrutinised by the PP and Data Lead after each data cycle and then interventions implemented.</p> <p>Recruitment of new Head of English and other well qualified teachers of English and Maths will secure our ambition of improving PP outcomes. English also has an academic mentor who works primarily with PP and vulnerable students.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-teaching-says-new-eef-guide-on-the-pupil-premium">https://educationendowmentfoundation.org.uk/news/prioritise-teaching-says-new-eef-guide-on-the-pupil-premium</a></p> | <p>1,2,3,4</p>                |
| <p>Literacy and Communication</p> <p>STAR/Accelerated reading test scores for KS3 indicate an average gap of at least 1 year compared to chronological reading age.</p>                          | <p>We continue to use Accelerated Reader across KS3 to increase reading for pleasure and improve use of Tier 2 and 3 languages. We have an Accelerated Reader Co-ordinator to monitor, analyse and disseminate findings from Accelerated reader to class teachers and leaders to enable swift interventions. Accelerated Reader is used in tutor time and one English lesson per week at KS3 to encourage and promote a lifelong love of reading.</p> <p>We have strengthened this further by all students in all years sitting the NGRT reading tests to identify, act, intervene and enable greater access to the curriculum to those who need it.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>   | <p>1,2</p>                    |

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

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| NTP Programme for Y11   | <p>To provide all students with at least 1:3 tuition in small groups in at least one subject. This will be targeted at the three core subjects, English, Maths and Science. Students will have the opportunity of further tuition through the school-led programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>  | 1,3,4                         |
| NTP Programme for other years   | <p>To provide as many students as possible in Y10 with at least 1:3 tuition in one subject. This will be targeted at core subjects, mainly English and Maths. Students will have the opportunity of further tuition through the school-led programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>   | 1,3,4                         |
| English Academic Mentor   | <p>Our established English Academic Mentor works exclusively with disadvantaged cohorts to close gaps left by covid school closures and from before 2020.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>   | 1,2,3,4                       |
| School-Led Tutoring   | <p>To provide holiday revision and intervention sessions for all Y11 students. To enable and secure further specialist tuition for students who need it most as identified through data and assessments.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>   | 1,2,3,4                       |
| Year 11 ALL subject revision materials  | <p>All Y11 students have been provided with a full suite of revision guides and set texts. This will be supported in all curriculum areas. This supports all Quality First Teaching and tuition.</p>   | 1,2,3,4                       |
| <p>Access to all areas of the curriculum</p> <ul style="list-style-type: none"> <li>● Enrichment programme and Masterclasses</li> <li>● Microsoft Office Upgrade</li> <li>● Loaning school laptops to students</li> <li>● Stationery packs</li> </ul> | <p>Students have access to all elements of the curriculum and enrichment programme, in turn enhancing attainment and attitudes to learning.</p> <p>Masterclasses/ revision sessions happen throughout the school year for KS4 and students are encouraged to attend. Transport is also made available to improve attendance to sessions and provide additional safeguarding.</p> <p>We recognised in 2020-2021 that students had limited access to laptops and computers, with families opting for tablet devices instead. These were particularly inadequate for completing schoolwork. We also found the vast majority who did have laptops and computers did not have subscriptions to Microsoft Office. We combatted the lack of facilities by loaning school laptops from classrooms and offices to families and the DfE provided for access, but it was the Microsoft package that was needed by the majority, hence the ongoing spend.</p> <p>We regularly provide stationery to those who need it to breakdown the most simple of barriers to learning,</p>  | 1,3,4                         |
| <p>Access to Enrichment and Extracurricular activities</p> <p>Subsidies for trips and visits</p>  | <p>Enable all students to participate in academic school trips, practical lessons where equipment or specific 'kit' is needed and other extra-curricular initiatives. For example, students wishing to participate in the Cooking Club will have the costs of ingredients covered. Socio-economic barriers are broken to enable our students to participate equally. Provision of equipment, materials, kit, ingredients, stationery, revision guides.</p> <p>School to pay for academic trips, subsidise those not linked to specific courses, pay for materials and kit required to enable students to participate in lessons and wider school life. From our PP Interviews undertaken with all students twice last year, we realised that students sometimes felt they could not fully access our curriculum if lessons required financial input to purchase materials for the subject. As a result, we have paid for Food Tech ingredients for all Y7 &amp; 8 PP students, art and photography starter kits, dance uniforms, theatre tickets and the list will keep on growing to enable cultural capital from enrichment and participation. A number of these 'soft' or bespoke arrangements are made as a result of their Tutor Reviews.</p> | 1,3,4                         |

|                                       |   |     |
|---------------------------------------|---|-----|
|                                       | We encourage students to take up instrumental lessons by all FSM receiving a 50% subsidy as per our local authority. Where students are not FSM but are PP, PP funding will offer the same discount. Our ambition is to increase PP take up of Music at GCSE by enabling us to study. We also pay for theory exam lessons, all books and exam entries to encourage this   |     |
| Uniform and other personal care items | We have strengthened our uniform policy and all parents have received a letter for offers of our support financially. Every student will have access to full uniform should that help be needed. We support families who need us the most with uniform items, often throughout the school year when things break or run out at times when families haven't budgeted to renew those items. We also provide personal care items to students.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a> | 3,4 |

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

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Behaviour for Learning System and associated costs</p> <p>The new Behaviour for Learning Policy was introduced in the autumn term 2021 with pilot year groups (Years 8 and 9). The consequences framework is designed to give students choices. Its principle role is to support learning, whilst also tackling and dealing with low level disruptive behaviour. This works in tandem with the Inclusion Tracker, a progressive system of structure intervention designed to address underlying causes of poor behaviour and disengagement. A mid-year review in Feb 2022 will provide a strategic summary of the impact of the BFL pilot on Fixed term exclusions and Internal inclusion statistics.</p> | <p>The new Behaviour for Learning system is new for 2021. We see this as the turning point for our student outcomes. Behaviour for Learning, low level disruption and apathy need to be removed from this academy in order for all students to receive quality first teaching. A slick behaviour system, coupled with a strong rewards culture, known as PRAISE, will foster students to self-regulate their behaviour and aspire to greater learning. We acknowledge that we need to invest heavily in people, equipment and resources to enable this plan to be successful but we have already begun to see the turning points. We have appointed Pastoral Leads for each year group to support with this.</p> <p>We have a supervision and reset room for behaviour and pre-exclusion as well as The Link room as detailed below.</p> <p>Costs of setting up rooms, buying equipment, access to technology and providing learning materials will be factored in. PP disproportionately need support in regulating their own behaviours to enable future success,</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> | 3,4                           |
| <p>Increased PP attendance</p> <ul style="list-style-type: none"> <li>The Link</li> </ul> <p>Attendance data for 2021 autumn term indicates still major challenges to address in terms of:</p> <ul style="list-style-type: none"> <li>Overall attendance – 82.4%, PP 83% &amp; non-PP 89% (a gap of 6%)</li> </ul> <p>Persistent absence – 43.85%, PP 55.24% &amp; non-PP 44.7% (a gap of 10.54%)</p> <p>A star automated attendance system</p>  | <p>Increase attendance for PP students via support of the Welfare and Pastoral teams. Our aim is for disadvantaged attendance at least equal to non-disadvantaged. Whole school to be above national average. Measured weekly. Rewards to be made of good quality and for students to want to come.</p> <p>Our student mobility rates are much higher than average, with significant numbers joining us part way through KS3 or even KS4.</p> <p>The team at LCA are instrumental in getting students into school and working with families. Our new Link Room will be instrumental in turning the attendance of persistent absentees, school refusers and those with anxiety issues. The cost of setting up this new area of the school and facilitating it with technology to enable students to connect with live classroom lessons will be paid for by PP spend as PP attendance is and historically been below those who are non-PP.</p> <p>We also intend to recognise and reward excellent attendance and incentivise students with good quality rewards.</p> <p>Attendance data for 2020-21 indicates major challenges to address in terms of:</p> <ul style="list-style-type: none"> <li>Overall attendance – 88.4%, PP 85% &amp; non-PP 91% (a gap of 6%)</li> </ul>  | 3,4                           |

|   |  |     |
|---|--|-----|
|   | <ul style="list-style-type: none"> <li>Persistent absence – 38.61%, PP 63.81% &amp; non- PP 36.2% (a gap of 27.61%)</li> </ul>   |     |
| <p><b>Aspirations</b></p> <p>Whole School:</p> <p>2019 – NEET figure 92% - 3% below NA</p> <p>2022 – NEET figure in line with National Average of 94%</p> <p>Pupil Premium NEETs in 2020 (2 pupils) and in 2021 (4 pupils)</p>  | <p>PP progress lags behind the other students. It is a lack of aspiration that can lead to down turn in attendance and subsequent low level disruption of learning. Our aim is progress equal to or excelling that of non-disadvantaged students. Measured by data drops and final GCSE outcomes.</p> <p>We have three ASPIRE days per year to inspire and give confidence to enable students to progress educationally and in life, to secure higher aspirations. This is much harder to measure. Classwork effort grades, homework effort grades, attendance, general behaviour will all contribute to measuring success.</p> <p>Our aim is to reduce NEETs (Not in Education Employment or Training) for our Pupil Premium students to zero in 2022 and embrace an inclusive culture by minimising permanent exclusions to redress the balance of life chances. This can be seen in action in our reset and supervision rooms.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> | 3,4 |
| <p>Regular interventions to support the emotional health and well-being of disadvantaged pupils, (including LAC pupils), as required include:</p> <p>External counselling support/ Educational Psychologist</p> <p>Mental Health &amp; Wellbeing provision placement</p> <p>Welfare fund for uniform, enrichment activities and stationary</p> <p>Drop-down days for humanutopia</p>                      | <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>“High-quality programme implementation is critical to achieving positive outcomes”</p>   | 5   |
| <p>Strategies to improve the attendance of pupil premium pupils is ongoing and activities include:</p> <p>The time of the Assistant Principal as Attendance Champion</p> <p>Use of EWO for increased support during the pandemic</p> <p>Time of the pastoral team to follow up on absentees in a timely manner and to liaise with parents</p> <p>Staff professional development on attendance matters</p> | <p>“Absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.” (DFE guidance)</p> <p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p>   |     |
| Mental Health Training and Lead   | Our Link Room Leader will be trained as our school mental health lead. Other staff are encouraged to undertake a short course as mental health officers.   |     |

**Total budgeted cost: £**

## 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.

Progress 8 scores for PP students in terms of validated 2019 data demonstrated significant gaps compared to the national average for Disadvantaged pupils (Ever 6 FSM & LAC students) with a Progress 8 score of -0.86 (a gap of 0.73 against the national average for disadvantaged pupils of 0.13). Progress 8 scores in the TAG (Teacher Assessed Grades) for 2020 & 2021 indicate a steep upward curve in Progress 8 results with Progress 8 points scores well above the national levels of 2019 at 2.6pts with a gap of 0.9 for non-Disadvantaged students.

Attainment 8 scores for PP students in terms of validated 2019 data demonstrated significant gaps compared to the national average for Disadvantaged pupils (Ever 6 FSM & LAC students) with an Attainment 8 score of 26.9 (a gap of 23.4 against the national average for disadvantaged pupils of 50.3).

Basics measures for English and Maths saw an increase for LCA to 60.3% from 54.2% in 2020. PP students were 8.8% below the non-PP students, but overall this was a success with PP students achieving better than all students at LCA in the academic year before.

|   |  | Result  |
|---|--|---------|
| Avg Progress 8 score per student                    | All students                               | 3.1     |
|   | Non PP                                     | 3.5     |
|   | PP   | 2.6     |
|   | Gap  | 0.9     |
| Avg Progress 8 score per student in Maths Element   | All students                               | 3.1     |
|   | Non PP                                     | 3.7     |
|   | PP   | 2.7     |
|   | Gap  | 1       |
| Avg Progress 8 score per student in English Element | All students                               | 3.3     |
|   | Non PP                                     | 3.8     |
|   | PP   | 3       |
|   | Gap  | 0.8     |
| Avg Progress 8 score per student in EBacc Element   | All students                               | 2.8     |
|   | Non PP                                     | 3.4     |
|   | PP   | 2.3     |
|   | Gap  | 1.1     |
| Grade 5 or above in English but not in Maths        | All students                               | 21.20%  |
|   | Non PP                                     | 16.00%  |
|   | PP   | 28.20%  |
|   | Gap  | -12.20% |
| Grade 4 or above (Level 2) in English and Maths     | All students                               | 60.30%  |
|   | Demographic: Pupil Premium Indicator : No  | 68.00%  |
|   | Demographic: Pupil Premium Indicator : Yes | 59.20%  |
|   | Gap  | 8.80%   |

Attendance – Attendance was close to the national average in 2019 – Overall Absence was 6.1% (93.9%) a gap of 0.6% on the national average of 5.5% - National average data for attendance in 2019 last set of full academic year validated data available.

Attendance in 2020-21 – All - 88.4%, PP 85%, non-PP 91%

Persistent Absence in 2019 was above the national average at 19.6% - a gap of 5.9% (NA 13.7%)

Persistent Absence in 2020-21 – All -38.61%, PP 63.81%, non-PP 36.2%

## 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*

| <b>Programme</b> | <b>Provider</b>    |
|------------------|--------------------|
| 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:*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*