

# Pupil premium strategy statement

Lincoln Carlton Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022, 2022/2023, 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Rebecca Malam
Pupil premium lead	Mrs Amy Melhuish
Governor / Trustee lead	Simon Morley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86312
Recovery premium funding allocation this academic year	£7830
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94142

# Part A: Pupil premium strategy plan

## Statement of intent

At Lincoln Carlton Academy, the Indices of Deprivation puts our catchment area in the 30% most deprived communities in the country. Our intention is that all pupils, irrespective of their background or challenging factors, thrive and make progress towards their personal goals. These goals may be academic achievement or attainment, personal and social and/or life skills. This will help to prepare them for the next stage of their education and development.

First and foremost, we aim to ensure that all pupils in school receive high quality teaching within the classroom that is appropriately adapted to meet their needs. We recognise that these needs will vary and that in some cases it will be appropriate to provide additional interventions. Any interventions delivered in school will be carefully selected, monitored and evaluated according to their impact on pupil progress.

Our curriculum aims to provide rich and varied opportunities for children to develop their interests and passions and to excel. This strategy has been developed to support curriculum implementation through accurate identification of barriers to learning and ensuring that provision is well targeted to remove these barriers. All provision is based on individual need. As a school we never follow a one-size-fits-all approach and therefore the activities set out below are not an exhaustive list. We will always continue to develop and improve our offer.

## Challenges

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

Challenge number	Detail of challenge
1	Children lacking self-esteem and self-confidence. Children displaying poor resilience and low independence and self-regulation.
2	Pupil Premium children who are also identified as having a Special Educational Need or Disability (38.9% OF Pupil Premium children at LCA also have SEND).
3	Speech, language and communication needs is a common area of need within our pupil premium group – particularly for those children who also have SEND.
4	Low attendance – Pupil Premium attendance is currently 93.51%. This compares to 95.66% for all pupils. Persistent absence for Pupil Premium is currently 25.49%.

5	Lack of enrichment opportunities for pupil premium and disadvantaged children.
6	Low parental engagement for pupils eligible for pupil premium.

## 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>The social, emotional behaviour and wellbeing of pupil premium children improves.</p> <p>Measured through:</p> <ul style="list-style-type: none"> <li>• Observations (focused learning walks)</li> <li>• Use of the Progression Framework (Autism Education Trust) and/or SDQ/Boxall as appropriate</li> <li>• Pupil progress meetings</li> <li>• Use of the 5-point scale</li> </ul>	<p>Children's self-esteem and self-confidence will increase. Teachers will observe an improved attitude in the way that children approach tasks with increased resilience and positivity. This will allow children to access the curriculum more readily.</p>
<p>Children with SEND will meet their personal end of year targets.</p>	<ul style="list-style-type: none"> <li>• With the support of the SENCO, the class teacher will identify appropriate end of year targets which reflect each child's personal progress levels.</li> <li>• Children will have received targeted intervention to address SEND needs and progress will have been reviewed termly.</li> <li>• Staff will have accessed support, guidance, training and intervention access from outside agencies such as the Specialist Teacher and NeedBright Solutions.</li> <li>• Children will have accessed specialised therapies as appropriate including sensory integration with a specialist Occupational Therapist.</li> </ul>
<p>Children will demonstrate improved speech, language and communication through their speaking and listening and written work. Children will demonstrate a widening vocabulary in their writing.</p>	<ul style="list-style-type: none"> <li>• Children will use Tier 2 and 3 vocabulary when speaking and in their written work.</li> <li>• WellComm assessments will demonstrate the impact of direct intervention (particularly in EYFS and Year 1)</li> <li>• Children will be able to use language more effectively to reflect on their learning and talk about and process feelings and emotions.</li> </ul>
<p>The attendance of Pupil Premium children will improve so that it is more closely aligned</p>	<ul style="list-style-type: none"> <li>• There will be an increase in the number of pupil premium children whose attendance is 96% or higher.</li> </ul>

with school and national attendance of all other children.	<ul style="list-style-type: none"> <li>• There be a decrease in the % of pupil premium children who are persistent absentees.</li> <li>• There will be a decrease in the number of Pupil Premium children registering as late (arriving after 9:10am)</li> </ul>
Parents will have greater engagement with children's learning.	<ul style="list-style-type: none"> <li>• Parents will have increased confidence and understanding of their child's learning and end of year expectations for their current year group.</li> <li>• The % of pupil premium parents attending parent's evening will increase.</li> <li>• The % of Pupil Premium parents attending events such as SHARE and special assemblies will increase.</li> </ul>

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for staff on Cognitive Theory, Memory and Metacognition – 18 hours across the academic year.	Education Endowment Fund Toolkit – Metacognition and Self-Regulation <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Professional Development for staff on the use of flexible groupings to support Pupil Premium children who have gaps in their learning.	Education Endowment Fund Guidance Report: Special Educational Needs in Mainstream Schools <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Support from an English Specialist to develop the English Curriculum	Education Endowment Fund guidance report for Improving Literacy in KS1 recommends developing pupils speaking and listening and wider understanding of language. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1,3

	EEF guidance report for improving literacy in KS2 recommends developing pupils language capabilities to support reading and writing. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	
Implementation of a high-quality reading curriculum centred around an accredited synthetic phonics programme (Little Wandle) and a core canon of high quality texts.	Education Endowment Fund guidance report for Improving Literacy in KS1 recommends developing pupils speaking and listening and wider understanding of language. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  EEF guidance report for improving literacy in KS2 recommends developing pupils language capabilities to support reading and writing. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Strategic deployment of TAs to provide effective roving and targeted support in classrooms.	Education Endowment Fund guidance on the Effective Use of Teaching Assistants. <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £66,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase, training and implementation of the Salford Reading Test to identify pupils who need further, rapid intervention to support reading and spelling. Delivered by teacher or TA.	Education Endowment Fund Guidance on the effective use of TAs – recommendation 5 and 6. <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4) <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Word Wasp and Hornet evidence-based reading and spelling intervention – Staff trained by the specialist teacher to deliver 1:1	Education Endowment Fund Guidance on the effective use of TAs – recommendation 5 and 6. <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4) <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

<p>Purchase and implement Little Wandle Letters and Sounds Catch Up programme for Key Stage Two. This will include purchasing resources and training of all staff.</p>	<p>Education Endowment Fund Guidance on the effective use of TAs – recommendation 5 and 6.  <a href="http://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4)  <a href="http://educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>WellComm Assessment and intervention (further training needed for wider staff team to further increase rollout.</p>	<p>Education Endowment Fund Guidance on the effective use of TAs – recommendation 5 and 6.  <a href="http://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Education Endowment Fund Guidance for Improving literacy in KS1 recommends developing pupils speaking, listening and wider understanding of language.  <a href="http://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Education Endowment Fund Toolkit says there is strong evidence for the impact of oral language interventions  <a href="http://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4)  <a href="http://educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>Precision Teaching (1:1) intervention with the teacher or TA</p>	<p>EEF guidance – Effective use of TAs (Recommendations 5 and 6)  <a href="http://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4)  <a href="http://educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>The Incredible 5-Point Scale  Delivered 1:1 or in small groups. Must be tailored to the needs of the individual pupil. May go hand-in-hand with the zones of regulation approach and co-regulation requiring more intensive support.</p>	<p>EEF guidance – Improving social and emotional learning in Primary Schools (Recommendations 1, 2 and 5)  <a href="http://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

<p>Handwriting Without Tears – Staff trained by school based Occupational Therapist to deliver in small groups.</p>	<p>EEF guidance – Effective use of TAs (Recommendations 5 and 6)  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance – Special Educational Needs in a mainstream school (Recommendation 4)  <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Education Endowment Fund guidance report for Improving Literacy in KS1 recommends developing pupils speaking and listening and wider understanding of language.  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>SNAP Assessment Tool – To identify potential underlying barriers.</p>	<p>EEF guidance – Special Educational Needs in a mainstream school – Recommendation 2  <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance report for Improving Literacy in KS1 – Recommendation 7  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance on improving literacy in KS2 – Recommendation 6 and 7.  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>Specialist Teaching Team – Time to be used according to the needs of individual pupils: assessments, dyslexia screening, training, advice on implementation of further evidence based interventions.</p>	<p>EEF guidance – Special Educational Needs in a mainstream school – Recommendation 2  <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance and attendance reviews with parents – led by the Headteacher and supported by the admin team.	EEF guidance – Working with parents to support children’s learning – Recommendation 3 and 4. <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning/">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	4,6
Termly enrichment time to include activities that enrich the curriculum.	Education Endowment Fund evidence that participation in the arts and physical activity supports improved outcomes for children. <a href="https://www.educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5
Programme of educational visits, workshops and visitors to build cultural capital.	Education Endowment Fund evidence that participation in the arts and physical activity improves outcomes for children. <a href="https://www.educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5
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.	EEF Toolkit – Strong evidence for parental engagement <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning/">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  EEF recommendations on school improvement planning – Tier 3: Wider support, SEL, wellbeing and mental health. <a href="https://www.educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://www.educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a>	1,6
NeedBright Solutions Behaviour Consultancy: Weekly visits to include individual packages of support for targeted pupils, observations, reports and strategic advice through focused approaches.	EEF guidance – Special Educational Needs in a mainstream school – Recommendation 1 and 2. <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools/">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>  EEF guidance – Improving behaviour in schools <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	1

**Total budgeted cost: £94,160**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Reading

At the end of the 2021-2022 academic year, pupil premium children (who are non-SEND) outperformed their peers in all year groups. When asked, pupil premium children talked with passion and excitement about their reading journey through school and many had been inspired to visit book shops to purchase books they had read on school.

#### Maths

At the end of the academic year, pupil premium children (who are non-SEND) outperformed their peers in years 1, 2, 3, 4 and 6.

#### Writing

At the end of the academic year, pupil premium children (who are non-SEND) outperformed their peers in years 1, 2, 3, and 5.

The 5-point scale is now an embedded and well used strategy at LCA for enabling children to express their feelings and emotions through the use of visuals.

Attendance monitoring procedures continue to be used successfully to identify persistent absentees and offer support to families to improve attendance where appropriate.

More Pupil Premium children than ever are accessing extra-curricular activities such as sports clubs, reading club and singing club.

Pupil Premium children on the SEND register continue to achieve their personal targets through quality first teaching and targeted support.

Now that the school has been able to re-open its doors to parents and families, engagement has been better than ever. Examples include SHARE sessions, special assemblies and parent workshops.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<p>14 children at LCA were entitled to the Service Pupil Premium allocation in 2021/22</p> <ul style="list-style-type: none"><li>• We have an Assistant Headteacher with responsibility for pastoral support and wellbeing in post who has provides family support to service families when needed.</li><li>• 1:1 support for children when their parent (s) are on deployment:<ul style="list-style-type: none"><li>○ Time to make phone calls/video calls when time zones make this difficult after school.</li><li>○ Library of books available for children to share with an adult which tackle some of the concerns that may arise when parents are deployed.</li><li>○ Time to write letters and draw pictures to post to the parent on deployment.</li><li>○ Daily check-in with time to talk if needed.</li></ul></li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>During times that their parents are away, children are more settled as they have had the opportunity to talk to the parent and also talk to a member of staff about any worries they have.</p>

**Further information (optional)**

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